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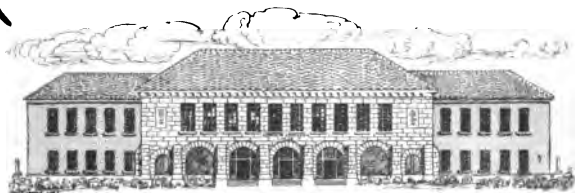
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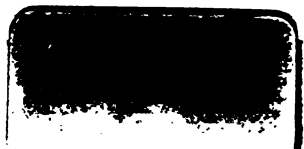


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K E Y

TO

CLARK'S GRAMMAR:

IN WHICH

THE ANALYSES OF THE SENTENCES
IN THE GRAMMAR

ARE INDICATED BY

DIAGRAMS.

Stephen W. Clark.

NEW YORK:

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STATEMENT.

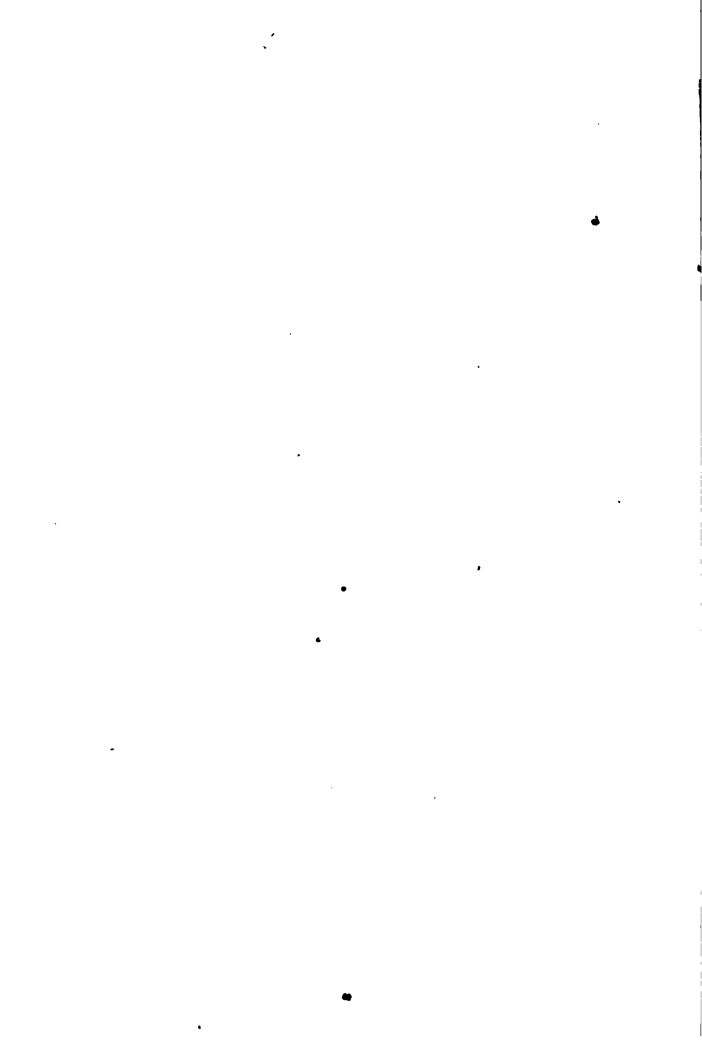
THE author of CLARK'S GRAMMAR is in the almost daily receipt of letters from teachers in different parts of the country, requesting the solution, in DIAGRAMS, of some of the more intricate sentences in the Grammar.

TEACHERS educated in the old systems and methods, very naturally find themselves embarrassed in some of their first attempts at instruction in this. Besides, DIAGRAMS, serving as they do to dissipate the vagueness and mysticisms of the old methods, require the teacher as well as the pupil to "define his position" on all questions of analysis. Thought is thus aroused, discussions and often disputes started, and, as a very natural consequence, appeals are made to the author.

To make this personal correspondence more general, and in compliance with the requests of many teachers, this KEY is prepared, and is respectfully submitted to teachers by their co-laborer,

THE AUTHOR.

CORTLAND ACADEMY,
Homer, N. Y., 1859.



SUGGESTIONS TO TEACHERS.

HAVING been frequently requested by teachers who use CLARK'S GRAMMAR to give my method of conducting class exercises, I devote a few pages here to that object.

The FIRST STEPS in analysis are given in the GRAMMAR, pp. 11, 12, 13. I devote from three to six lessons to these "Introductory Exercises"—using the sentences on pp. 13, 14—before requiring the pupils to learn the definitions. Then, *while committing to memory the definitions in Part I.*, the class enjoy frequent repetitions of these enlivening exercises—analyzing all the sentences in the "EXAMPLES" as they occur.

After the class have had sufficient practice in answering common-sense questions like those in the "Introductory Exercises," I bring them to the more rigid exercise of *systematic analysis*, combined with a review of definitions.

I give below a few examples of my

CLASS-ROOM EXERCISES.

"The class may turn to page 65.

"Elliot, what is the subject of sentence number 1?"

ELLIOT. - "Ocean."

"Why do you think so?"

ELLIOT. - Because that is what the author talks about.

"What is the predicate? and why?"

ELLIOT.—"Feels;" for that word tells what the ocean does.

"What is the object? and why?"

ELLIOT.—"Steps;" for they are what the ocean "feels."

"Clara, what are the adjuncts of the subject?"

CLARA.—"The" and "troubled;" they describe "ocean."

"What are the adjuncts of 'feels'?"

CLARA.—"As he strides from wave to wave."

"Why do you think so?"

CLARA.—Because that sentence tells *where* the ocean "*feels*" his steps.

"What are the adjuncts of 'steps'?"

CLARA.—"His;" for it tells *whose* "steps."

"Class, what kind of a sentence is this?"

Many hands are up.

"Warner, you may tell us."

WARNER.—It is a *complex* sentence; for it consists of a principal sentence—"ocean feels steps"—and an auxiliary sentence—"as he strides."

"Of what class is the principal sentence?"

WARNER.—It is a simple, transitive sentence.

"The auxiliary sentence?"

WARNER.—Simple, intransitive.

"Its office in the principal sentence?"

WARNER.—Adverbial, for it modifies the verb.

I sometimes vary this method by requiring the pupil to repeat the appropriate *definition* after every answer to my questions. Thus—

"What is the subject of this sentence?"

ELLIOT.—"Ocean," for it is "*that of which something is asserted.*"

After the definitions have been well reviewed, I introduce

A SHORTER METHOD.

"Class, turn to page 67.

"Willie, analyze the first sentence."

WILLIE.—"When Freedom from her mountain height,
Unfurled her standard to the air,
She tore the azure robe of night,
And set the stars of glory there."

Subject—"She."

Predicates—"tore" and "set."

Objects—Of "tore," "robe;" of "set," "stars."

Adjuncts of the subject—Not any.

Adjuncts of the predicates—

"When Freedom from her mountain height,
Unfurled her standard to the air,"

and "there."

Of the 1st object—"the" and "azure," and "of night."

Of the 2d object—"the," and "of glory."

"Cora, you may analyze the auxiliary sentence."

CORA.—"When Freedom from her mountain height,
Unfurled her standard to the air."

Subject—"Freedom."

Predicate—"unfurled."

Object—"standard."

Adjuncts of the subject—Not any.

Adjuncts of the predicate—"from her mountain height,"
and "to the air."

Adjuncts of the object—"her."

"When" introduces the sentence, connecting it with its principal sentence, and indicating that it is an *adverb of time*.

It will be noticed that in the above exercises we have not analyzed the *Phrases*.

I do not separate the words composing a phrase until the class have thoroughly learned their combined office as an individual element in the structure of a sentence.

I now introduce one more exercise in which the phrases also are analyzed. Because this method brings us ultimately to the distinct *words* of which a sentence is composed, I call it

ULTIMATE ANALYSIS.

"Class, turn to page 42.

"Mary may give a complete analysis of sentence 4."

MARY.—"Sweet was the sound when, oft, at evening's close,

Up yonder hill, the village murmur rose."

The subject—"sound."

The predicate—"was sweet."

The object—Not any.

Adjunct of the subject—"the."

Adjunct of the predicate—"when oft, at evening's close,

Up yonder hill, the village murmur rose."

Elements of the adjunct sentence—

The subject—"murmur."

The predicate—"rose."

Adjuncts of the subject—"the" and "village."

Adjuncts of the predicate—"oft," and "at evening's close," and "Up yonder hill."

Elements of the phrase, "at evening's close."

The leader—"at."

The subsequent—"close."

The adjunct—"evening's."

Elements of the phrase, "Up yonder hill."

The leader—"Up."

The subsequent—"hill."

The adjunct—"yonder."

Here we have the distinct office of each element in the sentence, and also the offices of the several elements of the auxiliary sentence, and of the phrases.

Of the many METHODS which I have at different times practiced, I have selected the above *progressive methods* as the most enlivening, interesting, and profitable.

Teachers will find it convenient to place on the blackboard the following questions, requiring the pupils to answer them in order. Thus—

Of this sentence—

What is the subject? _____.

What is the predicate? _____.

What is the object? _____.

What are the adjuncts—

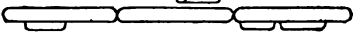
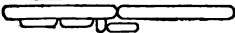
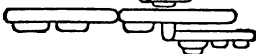
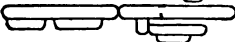
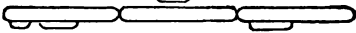
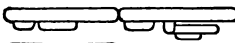
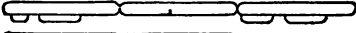
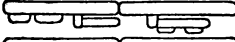
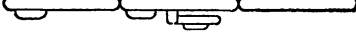
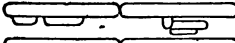
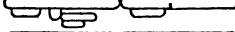
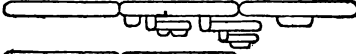
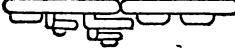
Of the subject? _____.

Of the predicate? _____.

Of the object? _____.

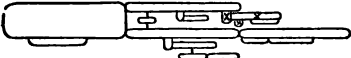
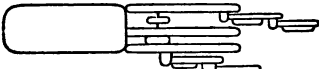
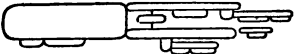
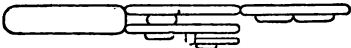
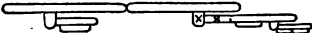
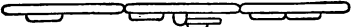
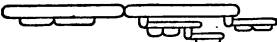
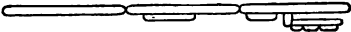
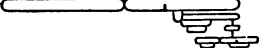
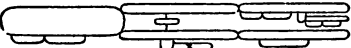
Appropriate answers to these six questions will amount to a correct analysis of any sentence.

I will give specimen exercises in PARSING in the APPENDIX. See p. 89.

13.—1.		1
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18.		18
19.		19

- 13.—1. The SUN ROSE on the sea.
2. A MIST ROSE slowly from the lake.
3. The NIGHT PASSED away in song.
4. MORNING RETURNED in joy.
5. The MOUNTAINS SHOWED their gray HEADS.
6. The blue FACE of ocean SMILED.
7. DAY DECLINES.
8. Hollow WINDS ARE in the pines.
9. Darkly MOVES each giant BOUGH
O'er the sky's last crimson glow.
10. Nature's richest DYES
ARE FLOATING o'er Italian skies.
11. A golden STAFF his STEPS SUPPORTED.
12. The dying NOTES still MURMUR on the string.
13. A purple ROBE his dying FRAME SHALL FOLD.
14. At the heaving billows STOOD the meager FORM of
Care.
15. Oft the SHEPHERD CALLED THEE to his flock.
16. The comely TEAR STEALS o'er the cheek.
17. The STORM of wintry time WILL quickly PASS.
18. Thus, in some deep retirement, WOULD I PASS.
The WINTER-GLOOMS, with friends of pleasant soul.
19. Then COMES the FATHER of the tempest forth,
Wrapt in thick glooms.

9. Glow of *the sky*. (See Gr., p. 246, obs. 5.)
19. *Being* wrapped in glooms.

14.—20.		20*
21.		21
22.		22
23.		23
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*20. See APPENDIX	20
22. See "	22
24. See "	24
28. See "	28
29. See "	29

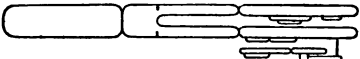
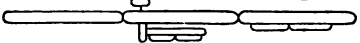
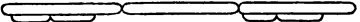
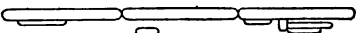
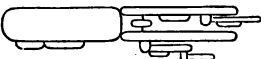
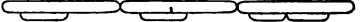
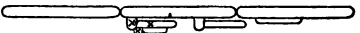
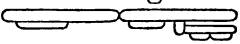
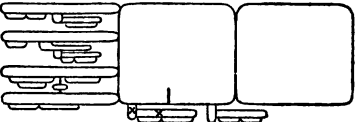
- 14.—20. Thy BOUNTY SHINES in autumn, unconfined,*
And SPREADS a common FEAST for all that live.
21. SOME in the fields of purest ether PLAY,
And BASK and WHITEN in the blaze of day.
22. On thy fair bosom, waveless stream,
The dipping PADDLE ECHOES far,
And FLASHES in the moonlight gleam.
23. WHO CAN OBSERVE the careful ANT,
And not PROVIDE for future want.
24. NATURE, with folded hands, SEEMED there,
Kneeling at her evening prayer.
25. ——— The WOODS
THREW their cool SHADOWS freshly to the west.
26. The clear DEW is on the blushing bosoms
Of crimson roses, in a holy rest.
27. SPRING CALLS out each VOICE of the deep blue
sky.
28. THOU'RT JOURNEYING to thy spirit's home,
Where the *skies* are ever clear.
29. A SUMMER BREEZE
PARTS the deep MASSES of the forest shade,
And LETS a SUNBEAM through.

*20. *To an unconfined extent.* (Gr., 23, obs. 2.)

22. "Waveless stream" is a logical adjunct of
"thy." (Gr., 29, obs. 3, rem.; and Gr., 85,
obs. 2, 3.)

24. Seemed *to be* kneeling there.

29. Lets a sunbeam through *them*—i. e., "masses."
(Gr., 23, obs. 2.)

14.—30.		30
31.		31
32.		32
33.		33
34.		34
35.		35
36.		36
37.		37
38.		38
39.		39
40.		40
41.		41
42.		42

31. See APPENDIX 31

42. See " 42

14.—30. The PINES GREW RED with morning.*

31. SIN HATH BROKE the world's sweet PEACE—UN-
STRUNG

Th' harmonious CHORDS to which the angels
sung.

32. And EVE, along the western skies,
SPREADS her intermingling DYES.

33. The blooming MORNING OPE'D her dewy EYE.

34. No MARBLE MARKS thy COUCH of lowly sleep ;

35. But living STATUES there ARE SEEN to weep.

36. A distant TORRENT faintly ROARS.

37. His gray LOCKS slowly WAVED in the wind,
And GLITTERED to the beam of night.

38. Oft DID the HARVEST to their sickle YIELD.

39. Their FURROW oft the stubborn glebe HAS BROKE.

40. How jocund DID THEY DRIVE their TEAM a-field !

41. How BOWED the WOODS beneath their sturdy
stroke !

42. The breezy CALL of incense-breathing morn,
The SWALLOW twittering from the straw-built
shed,

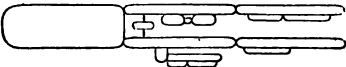
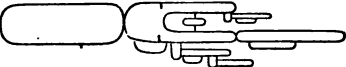
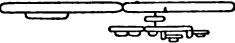
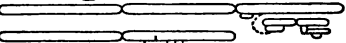
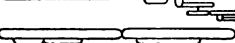
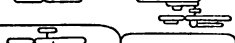
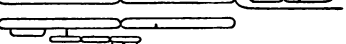
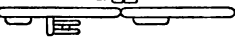
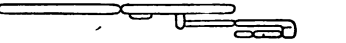
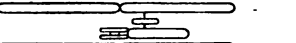
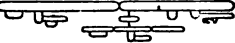
The cock's shrill CLARION, or the echoing horn,
No more SHALL ROUSE THEM from their lowly bed.

*30. Grew red: "red" is an adjective in predicate
with "grew." (Gr., 248, note 3.)

31. "Broke," for *broken*, by apocope. (Gr., 300.)

35. Are seen to weep there.

40. In how jocund *a manner*. (Gr., 23, obs. 2.)

39.—4.		43
41.—8.		44
42.—4.		45
5.		46
6.		47
9.		48
10.		49
43.—4.		50
5.		51
4.		52
5.		53
6.		54
44.—4.		55
5.		56

10. See APPENDIX	49
4. See "	20 and 50

39.—4. Slowly and sadly THEY CLIMB the distant MOUNTAINS,
 And READ their DOOM in the setting sun.

41.—3. I WILL never PANT for public honors,
 Nor DISTURB my QUIET with the affairs of state.

42.—4. SWEET WAS the SOUND, when oft, at evening's close,
 Up yonder hill the village *murmur rose*.

5. The bounding STEED *you* pompously *bestride*,
 SHARES with his lord the PLEASURE and the PRIDE.

6. THOU HAD'ST a VOICE whose *sound was* like the sea.

9. To him *that wishes* for me, I AM always PRESENT.

10. These lofty TREES WAVE not less proudly,
 That their *ancesters moulder* beneath them.

43.—4. That all *men are created* equal, is a self-evident
 TRUTH.

5. Yet BRUTUS SAYS *he was ambitious*.

4. That LIFE IS LONG *which answers* life's great *end*.

5. The MAN of wealth and pride,
 TAKES up a SPACE *that many poor supplied*.

6. Here I COME to tell *what I do know*.

44.—4. Where *wealth and freedom reign*, CONTENTMENT
 FAILS.

5. How DEAR to my heart ARE the SCENES of my
 childhood,

When fond *recollection presents them* to view.

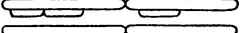
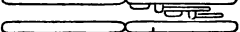
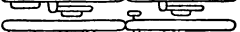
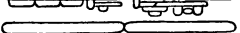
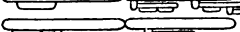
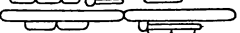
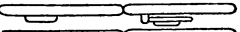
5. Steed *which* you *bestride*. (Gr., 225, obs. 5.)

4. Equal—with equal rights. (Gr., 23, obs. 2.)

5. That supplied many poor *people*.

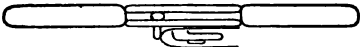
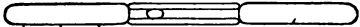
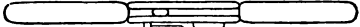
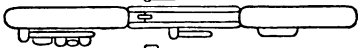
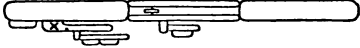
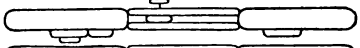
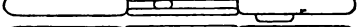
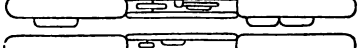
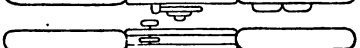
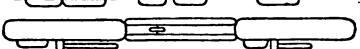
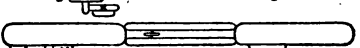
6. That which I do know. (Gr., 92, obs. 7.)

5. Scenes are dear: "dear" in predicate with "are."

49.—8.		57
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18. See APPENDIX	67
23. See "	72
29. See "	78

- 49.—8. The big TEAR then STARTED from his eye.
9. Morni's FACE BRIGHTENED with gladness.
10. His aged EYES LOOK faintly through tears of joy.
11. WE CAME to the halls of Selma.
12. WE SAT around the feasts of shells.
13. FINGAL ROSE in his place.
14. The sword of Trenmor SHOOK by his side.
15. The gray-haired HERO MOVED before.
16. On the pathway of spirits, SHE WANDERS alone.
17. The SONG of the wood-dove HAS DIED on our shore.
18. And on the stranger's dim and dying eye
The soft, sweet PICTURES of his childhood LIE.
19. His HAIR FALLS round his blushing cheek, in the
wreaths of waving light.
20. A FLOOD of glory BURSTS from all the skies.
21. The long, bright DAYS of summer quickly PASSED.
22. The dry LEAVES WHIRLED in autumn's rising
blast.
23. The garden ROSE MAY richly BLOOM,
In cultured soil and genial air,
To cloud the light of Fashion's room,
Or droop in Beauty's midnight hair.
24. On Horeb's rock the PROPHET STOOD,—
25. The LORD before him PASSED ;
26. A HURRICANE, in angry mood,
SWEPT by him, strong and fast ;
27. The FOREST FELL before its force ;
28. The ROCKS WERE SHIVERED in its course ;
29. GOD WAS not in the blast.

51.—2.		79
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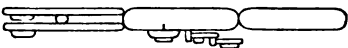
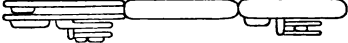
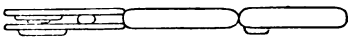
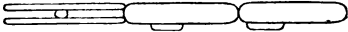
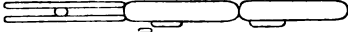
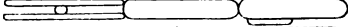
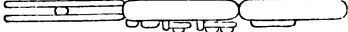
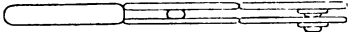
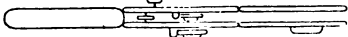
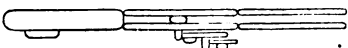
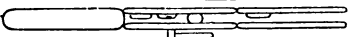
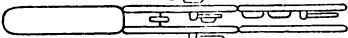
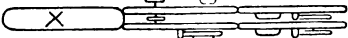
6. See APPENDIX	88
10. See “	87
12. See “	89
13. See “	90

51.—2. By thus acting, WE CHERISH and IMPROVE BOTH.

3. Whose potent ARM PERPETUATES EXISTENCE or DESTROYS.
4. For which WE SHUNNED and HATED THEE before.
5. HOPE, like a cordial, innocent though strong,*
Man's HEART at once INSPIRITS and SERENES.
6. Hence every STATE, to one loved blessing prone,
CONFORMS and MODELS LIFE to that alone.
7. When mighty Alfred's piercing SOUL,
PERVADES and REGULATES the WHOLE.
8. Temperance FORTIFIES and PURIFIES the HEART.
9. Bright ANGELS VIEWED with wondering eyes,
And HAILED the incarnate GOD.
10. WHO DOES not RECEIVE and ENTERTAIN a polite
MAN with still greater cheerfulness?
11. And oft that blessed FANCY CHEERS,
And BEARS my HEART above.
12. That VOICE of more than Roman eloquence, URGED
and SUSTAINED the DECLARATION of Independence.
13. The pewter PLATE on the dresser CAUGHT and REFLECTED the FLAME.

*5. Hope, like an innocent though strong cordial.

6. "Alone" is an adjunct of "that"—*only that*.
12. That voice of eloquence—more eloquence than
Roman [eloquence].
13. Platter, *placed—standing* on the dresser.

53.—2.		91
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54.—2.		100
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5.		103
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8.		106

7. See APPENDIX 105

8. See " 106

53.—2. Illuminated REASON and regulated LIBERTY SHALL
once more EXHIBIT MAN in the image of his
Maker.

3. The hunter's TRAIL and the dark ENCAMPMENTS
STARTLED the wild BEASTS from their lairs.

4. Their NAMES, their YEARS, spelled by the unlet-
tered muse,

The PLACE of fame and elegy SUPPLY.

5. Thy PRAISE

The widows' SIGHTS and orphans' TEARS EMBALM.

6. HILL and VALLEY ECHO back their SONGS.

7. Then STRIFE and FACTION RULE the DAY.

8. And PRIDE and AVARICE THROG the WAY.

9. Loose REVELRY and RIOT bold,

In freighted streets their ORGIES HOLD.

10. Here ART and COMMERCE, with auspicious reign,
Once BREATHED sweet INFLUENCE on the happy
plain.

54.—2. HE HEARD the King's COMMAND,
And saw that writing's TRUTH.

3. FOR MISERY STOLE ME at my birth,
And CAST ME, helpless, on the wild.

4. THAT the PAGE UNFOLDS,
And SPREADS US to the gaze of God and men.

5. NOW TWILIGHT LETS her CURTAIN down,
And PINS IT with a star.

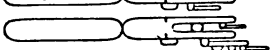
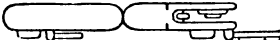
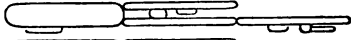
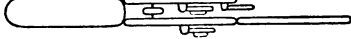
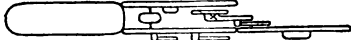
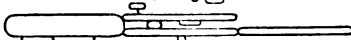
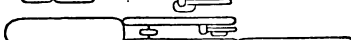
6. THEY FULFILLED the great LAW of labor in the
letter, but BROKE IT in the spirit.

7. Then WEAVE the CHAPLET of flowers, and STREW
the BEAUTIES of Nature about the grave.

8. HE MARKS, and in heaven's register ENROLLS
The RISE and PROGRESS of each option there.

4. The page unfolds that.

7. Thou weave chaplet and strew beauties.

55.—2.		107
3.		108
4.		109
7.		110
8.		111
9.		112
10.		113
12.		114
56.—7.		115
8.		116
9.		117
10.		118
11.		119
12.		120

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10. See APPENDIX 118
 11. See " 119

55.—2. AGE IS DARK AND UNLOVELY.

3. BLOODLESS ARE these LIMBS and COLD.

* 4. Now, therefore, BE NOT GRIEVED NOR ANGRY with yourselves.

7. RUDE AM I in speech, and little BLEST
With the set phrase of peace.

8. What BARK IS PLUNGING mid the billowy strife,
And DASHING madly on to fearful doom ?

9. The WARES of the merchant ARE SPREAD abroad in
the shops, or STORED in the high-piled ware-
houses.

10. How finely DIVERSIFIED, and how MULTIPLIED into
many thousand distinct exercises, is the ATTEN-
TION of God !

12. The PROMISES of Hope ARE SWEETER than roses in
the bud, and far more FLATTERING to expectation.

56.—7. For SPRING SHALL RETURN, and a lover BESTOW.

8. The WAVES MOUNT up and WASH the FACE of
heaven.

9. In silence majestic THEY TWINKLE on high,
And DRAW ADMIRATION from every eye.

10. Its little JOYS go out one by one,
And LEAVE poor man, at length, in perfect night.

11. But the black BLAST BLOWS hard,
And PUFFS THEM wide of hope.

12. WREATHS of smoke ASCEND through the trees,
And BETRAY the half-hidden COTTAGE.

4. Be *thou* grieved nor angry.

10. One *going* by one.

57.—2.		121
8.		122
4.		123
58.—2		124
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6.		128
7.		129
8.		130
9.		131
10.		132
11.		133
12.		134
13.		135
14.		136
15.		137

3. See APPENDIX	125
4. See "	126
7. See "	129
9. See "	131
10. See "	132
11. See "	133
15. See "	137

57.—2. "*I cannot,*" HAS NEVER ACCOMPLISHED ANYTHING.

3. "*I will try,*" HAS DONE WONDERS.

4. That *friendship is a sacred trust,*
That *friends should be sincere and just,*
That *constancy befits them,*

ARE OBSERVATIONS on the case,
That *savor much of commonplace.*

58.—2. Go to the raging sea, and say, "*Be still.*"

3. But TELL not Misery's son that *life is fair.*

4. "*And this to me ?*" HE SAID.

5. CÆSAR CRIED, "*Help me, Cassius, or I sink.*"

6. While *man exclaims,* "See all things for my use,"

7. "*See man for mine,*" REPLIES a pampered goose.

8. "*Will you walk into my parlor ?*"

SAID A SPIDER to a fly.

9. HE KNEW not that the *chieftain lay*
Unconscious of his son.

10. HE SHOUTED but once more aloud,
"*My father ! must I stay ?*"

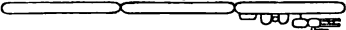
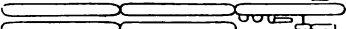
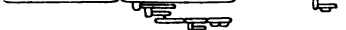
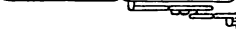
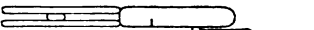
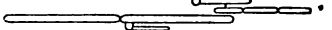
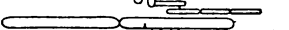
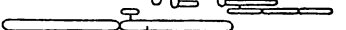
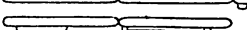
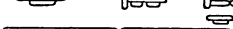
11. WE BUSTLE up with unsuccessful speed,
And in the saddest part cry, "*Droll, indeed !*"

12. Then AGRIPPA SAID unto Paul, "*Almost thou per-
suadest me to be a Christian.*"

13. A celebrated WRITER SAYS, "*Take care of the
minutes, and the hours will take care of them-
selves.*"

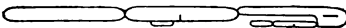
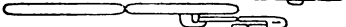
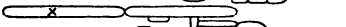
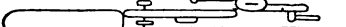
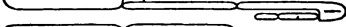
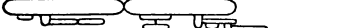
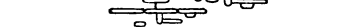
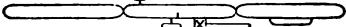
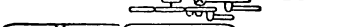
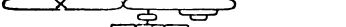
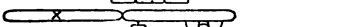
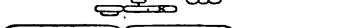
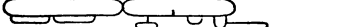
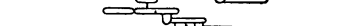
14. The little BIRDS, at morning dawn,
Clothed in warm coats of feather,
CONCLUDE that *they away will roam,*
To seek for milder weather.

15. I TELL thee *thou art defied.*

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9.	See APPENDIX	139
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20.	See "	150
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24.	See "	154

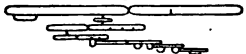
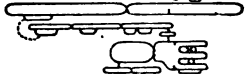
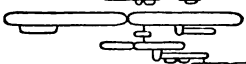
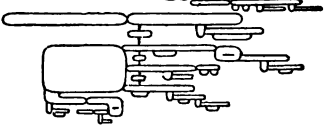
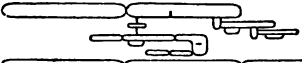
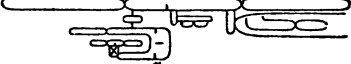
- 60.—8. *He that walketh uprightly WALKETH surely.*
9. There is SOMETHING in their hearts *which passes speech.*
10. HE is in the way of life *that keepeth instruction.*
11. I LOVE the bright and glorious SUN
That gives us light and heat.
12. I LOVE the pearly DROPS of dew
That sparkle 'neath my feet.
13. I LOVE to think of him *who made*
These pleasant things for me.
14. The BOY stood on the burning deck,
Whence all but him had fled ;
15. The FLAMES *that lit the battle's wreck,*
Shone round him o'er the dead.
16. I LOVE to hear the little birds
That carol on the trees.
17. POVERTY and SHAME SHALL BE to him *that refuseth instruction.*
18. WISDOM RESTETH in the heart of him *that hath understanding.*
19. UNDERSTANDING IS a WELL-SPRING of life to him
that hath it.
20. But the noblest THING *that perished there*
Was that young faithful HEART.
21. THOU HAST green laurel LEAVES *that twine*
Into so proud a wreath.
22. THOU HAST a VOICE whose thrilling tones
Can bid each life-pulse beat.
61.—23. Around Sebago's lonely lake
There LINGERS not a BREEZE to break
The mirror *which its waters make.*
24. Cold in the dust this perished HEART MAY LIE,
But *that which warmed it once SHALL NEVER DIE.*

61.—2.		156
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63.—2.		160
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64.—8.		166
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2. See APPENDIX	156
3. See "	157
2. See "	160
3. See "	161
7. See "	165

- 61.—2. *What thou dost not know* THOU CANST NOT TELL.
3. I SPEAK not to disprove *what Brutus spoke*.
4. SEEK not to know *what is improper* for thee.
5. But here I STAND and SPEAK *what I do know*.
63.—2. Wherefore is there a PRICE in the hand of a fool to
get wisdom, seeing *he hath* no heart to it.
3. Yet DO I FEEL my SOUL recoil within me,
As I contemplate the dim *gulf* of death.
4. If *we have whispered truth*,
WHISPER no longer.
5. SPEAK as the *tempest does*,
Stern and stronger.
6. The hoary HEAD IS a CROWN of glory, if *it be found*
in the way of righteousness.
7. Their ADVANCEMENT in life and in education WAS
SUCH that *each ought* to have been a gentleman.
64.—8. The sweet REMEMBRANCE of the just,
SHALL FLOURISH when *he sleeps* in dust.
9. But, when *he caught* the *measure wild*,
The old MAN RAISED his HEAD and SMILED.
10. There ARE sumptuous MANSIONS with marble walls,
Where *fountains play* in the perfumed halls.
11. The EARTH HATH FELT the BREATH of spring,
Though yet on her deliverer's wing
The lingering *frosts* of winter *cling*.

10. *Adorned* with marble walls.

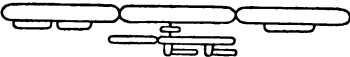
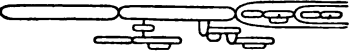
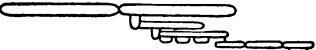
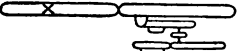
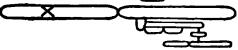
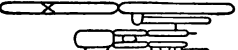
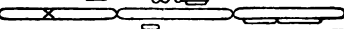
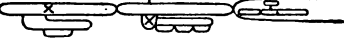
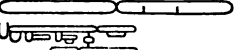
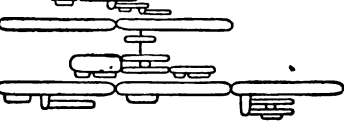
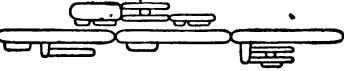
64.—1.		170
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65.—7.		175
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2. See APPENDIX	171
4. See "	172
5. See "	173
9. See "	177

- 64.—1. *If you would know the deeds of him who chews,*
ENTER the HOUSE of God, and SEE the PEWS.
2. The MAN *that dares* traduce because *he can*
With safety to himself, is not a MAN.
4. The TIME MUST COME when *all will have been said*
that can be said to exalt the character of any individual of our race.
5. MYSTERIOUS ARE his WAYS, whose *power*
Brings forth that unexpected hour,
When *minds that never met before,*
Shall meet, unite, and part no more.
6. My HEART IS AWED within me when *I think*
Of the great miracle *that still goes on,*
In silence, round me.
- 65—7. When *we consider* carefully *what appeals* to our
minds, and *exercise* upon it our own *reason*—taking
into respectful consideration *what others say*
upon it—and then *come* to a conclusion of our
OWN, WE ACT as intelligent beings.
8. Before *we passionately desire what another enjoys,*
WE SHOULD EXAMINE into the happiness of its
possessor.
9. With what loud applause DIDST THOU BEAT HEAVEN
with blessing Bolingbroke, before *he was what*
thou wouldst have him be!

4. The time—*what time?*

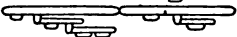
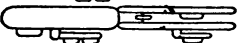
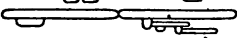
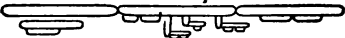
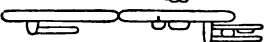
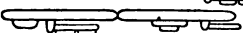
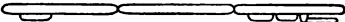
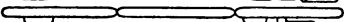
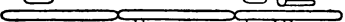
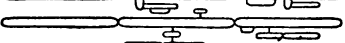
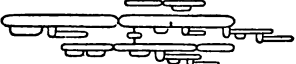
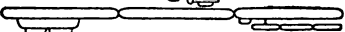
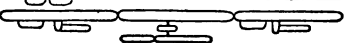
5. Hour—*what hour?* When minds shall meet,
unite, and part no more.

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8. See APPENDIX	180
5. See "	182
9. See "	187
11. See "	189

- 65.—1. The troubled OCEAN FEELS his STEPS, as *he strides*
from wave to wave.
2. Beneath the spear of Cathmar ROSE that VOICE
which awakes the bards.
3. As *they sat* down, ONE SAID to his friend on his
right, “ *We shall soon see who is who.*”
4. HE SUNK to sleep,
With all the nameless shapes *that haunt the deep.*
5. Go to the mat where squalid *Want reclines,*
6. Go to the shade obscure where *Merit pines,*
7. ABIDE with him *whom* Penury’s charms control,
And *bind* the rising yearnings of whose soul.
8. SURVEY his sleepless couch, and standing there,
TELL the poor pallid wretch that *life is fair.*
9. IT MUST BE SWEET in childhood to give back
The spirit to its Maker, ere the heart
Has grown familiar with the ways of sin.
10. Wheresoe’er our best *affections dwell,*
And *strike* a healthful root, IS HAPPINESS.
11. A MAN of refinement never HAS RECOURSE to prov-
erbs and vulgar aphorisms.

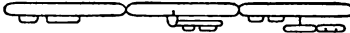
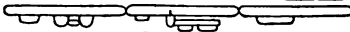
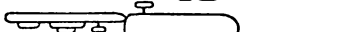
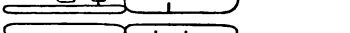
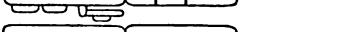
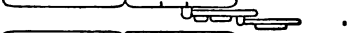
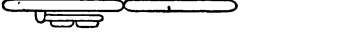
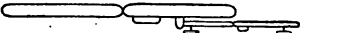
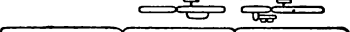
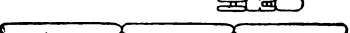
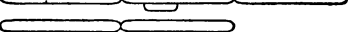
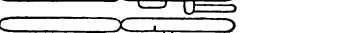
-
1. As he strides—*whence?*
As he strides—*whither?*
4. To sleep with shapes.
7. Penury’s charms control him, and *bind* yearnings.
8. Tell, *announce* to the wretch.
9. It must be sweet. *What* must be sweet?

65.—12.		190
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66.—17.		195
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15. See APPENDIX		198
16. See “		194
25. See “		208

- 65.—12. Across the ocean came a pilgrim BARK.
 13. The BARK of the trunk of the white-oak is frequently VARIEGATED with large spots.
 14. The WOOD of the young stocks is very ELASTIC, and is SUSCEPTIBLE of minute divisions.
 15. The FLOWERS PUT FORTH in the month of May.
 16. NIGHT, sable goddess, from her ebon throne
 In rayless majesty, now STRETCHES forth
 • Her leaden SCEPTRE o'er a slumbering world.
- 66.—17. VULGARISM in language is a distinguishing CHARACTERISTIC of bad company and a bad education.
 18. The WOOD of the silver fir is not much USED as timber.
 19. The hemlock SPRUCE is not much ESTEEMED for timber.
 20. Milton's LEARNING HAS all the EFFECT of intuition.
 21. His IMAGINATION HAS the FORCE of nature.
 22. HEAVEN, from all creatures, HIDES the BOOK of fate.
 23. And as *Jesus passed* by, HE SAW a MAN who was *blind*.
 24. If a noble *squire had conducted himself* well, during the period of his service, the HONOR of knighthood WAS generally CONFERRED upon him at the age of twenty.
 25. Another bright day's SUNSET BATHES the HILLS
That gird Samaria.
 26. One GLANCE of wonder, as *we pass*, DESERVE
 The BOOKS of Time.

-
18. As timber—*for* timber.
 25. Day—bright day—another day.
 26. Books deserve glance.

66.—27.		205
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33.		211
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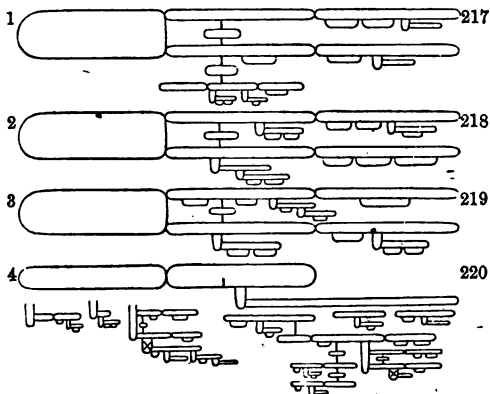
33. See APPENDIX 211

36. See " 212

* For diagrams for sentences No. 34, 35, see p. 26.

- 66.**—27. A fretful TEMPER WILL DIVIDE -
 The choicest KNOT *that may be tied*,
 By ceaseless, sharp corrosion.
28. A TEMPER, passionate and fierce,
 MAY suddenly your JOYS DISPERSE
 At one immense explosion.
29. But no mere human WORK OR CHARACTER IS PERFECT.
30. The profoundest DEPTHS of man's intellect CAN BE FATHOMED.
31. In the loftiest flights of his imagination, HE CAN BE FOLLOWED.
32. NONE of his richest mines, ARE INEXHAUSTIBLE.
33. Then BEGAN HE to upbraid the cities wherein
most of his mighty works were done, because
they repented not.
36. The dilatory CAUTION of Pope ENABLED HIM to
 condense his sentiments, to multiply his
 images, and to accumulate all *that study*
might produce, or *chance supply*.
37. DRYDEN often SURPASSES EXPECTATION—
38. POPE never FALLS below it.
39. DRYDEN IS READ with frequent astonishment—
40. POPE, with perpetual delight.

-
27. Will divide by corrosion.
29. Human work—*merely* human.
32. None are inexhaustible.
40. Pope *is read* with perpetual delight.



-
3. See APPENDIX 219
 4. See " 220

67.—1. When *Freedom*, from her mountain height,

Unfurled her *standard* to the air, .

SHE TORE the azure ROBE of night,

And SET the STARS of glory there ;

2. SHE MINGLED with the gorgeous dyes

The milky BALDRIC of the skies,

And STRIPED its pure celestial WHITE

With streakings of the morning light ;

3. Then, from his mansion, in the sun,

SHE CALLED her EAGLE-BEARER down,

And GAVE into his mighty hand

The SYMBOL of her chosen land.

4. Majestic monarch of the cloud,

Who rear'st aloft thy regal *form*,

To hear the tempest-trumpings loud,

And see the lightning lances driven,

When *strike* the *warriors* of the storm,

And *rolls* the *thunder-drum* of heaven,

Child of the Sun, to thee 'TIS GIVEN,

To guard the banner of the free,

To hover in the sulphur-smoke,

To ward away the battle-stroke,

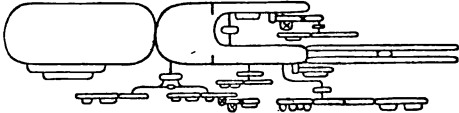
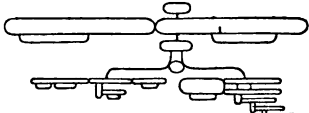
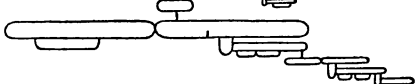
And bid its blendings shine afar

Like rainbows on the cloud of war,

The harbinger of victory.

4. It is given. *What* is given ?

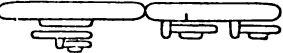
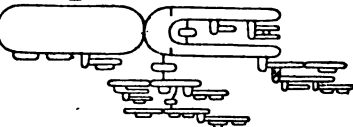
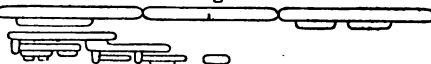
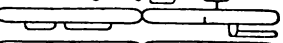
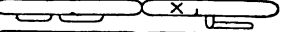
Thee—who ? Monarch, child, harbinger.

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	222
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5. See APPENDIX	221
6. See "	222
7. See "	223

- 68.—5. Flag of the brave ! thy FOLDS SHALL FLY,
The sign of hope and triumph, high.
6. When *speaks* the signal trumpet-tone,
And the long *line* comes gleaming on
(Ere yet the *life-blood*, warm and wet,
Has dimmed the glist'ning bayonet),
Each soldier's EYE SHALL brightly TURN
To where thy *meteor-glories burn*,
And, as his springing *steps advance*,
CATCH WAR and VENGEANCE from the glance ;
7. And, when the *cannon-mouthings* loud
Heave, in wild wreaths, the *battle-shroud*,
And gory *sabres rise* and *fall*,
Like shoots of flame on midnight's pall,
There SHALL thy VICTOR-GLANCES GLOW ;
8. And cowering FOES SHALL SHRINK beneath
Each gallant arm *that strikes* below
That lovely messenger of death !
-

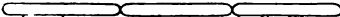
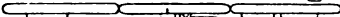
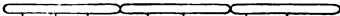
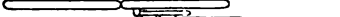
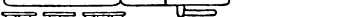
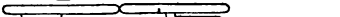
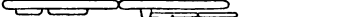
5. Thy folds—*whose* folds ? Flag's.
5. Shall fly high.
5. What is the "sign of hope and triumph ?" Flag.
(Gr., 231, n. 2.)
6. Shall turn to *the place* where thy meteor-glories
burn.

9		225
10		226
11		227
12		228
18		229
14		230

9. See	APPENDIX	225
10. See	"	226
11. See	"	227
14. See	"	230

- 68.—9. Flag of the seas, on ocean's wave,
 Thy STARS SHALL GLITTER o'er the brave ;
10. When *death*, careering on the gale,
Sweeps darkly round the bellied sail,
 And frightened *waves rush* wildly back,
 Before the broadside's reeling rack,
 The dying WANDERER of the sea
 SHALL LOOK at once to heaven and thee,
 And SMILE to see thy splendors fly
 In triumph o'er his closing eye.
11. Flag of the free heart's only home,
 By angel-hands to valor given,
 Thy STARS HAVE LIT the welkin DOME,
12. And all thy HUES WERE BORN in heaven :
13. Forever FLOAT that standard SHEET !
14. Where BREATHES the FOE *but falls* before us,
 With Freedom's soil beneath our feet,
 And Freedom's banner streaming o'er us !
-

9. Thy stars—*whose* stars ?
10. Flag, given to valor—given by angel-hands.
13. *May* that standard sheet float forever ; or,
 That standard sheet *shall* float forever.
14. Where breathes the foe *that falls not* before us.
14. Freedom's soil *being* beneath our feet.

104.—1.		231
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117.—18.		241
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19.		247
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4. See APPENDIX	234
10. See "	240

104.—1. Good SCHOLARS SECURE the highest APPROBATION of their teacher.

2. Some MEN DO NOT GIVE their children a proper EDUCATION.

3. A trifling ACCIDENT often PRODUCES great RESULTS.

4. An ignorant rich MAN is less ESTEEMED than a wise poor man.

5. The richest TREASURE mortal times afford, is, spotless REPUTATION.

6. These dim VAULTS,
These winding AISLES, of human pomp or pride,
7. REPORT not. No fantastic CARVINGS SHOW

The BOAST of our vain race, to change the form
8. Of thy fair works. THOU ART in the soft winds
That run along the summits of these trees

9. In music: THOU ART in the cooler breath,
That, from the inmost darkness of the place,

10. *Comes,* scarcely felt: the barky trunks, the ground,
The fresh, moist ground, ARE ALL INSTINCT with thee.

117.—13. IT IS PLEASANT to ride in a sail-boat.

14. WE ARE all FOND of singing.

15. SOME ARE ACCUSTOMED to sing by rote.

16. The young LADIES OUGHT to have attended the lecture.

17. By teaching others WE IMPROVE OURSELVES.

18. Being accustomed to study, WE CAN LEARN that LESSON easily.

19. Having been censured for idleness, JOHN HAS RESOLVED to be diligent.

20. By endeavoring to please all, WE FAIL to please any.

2. Give a proper education *to* their children.

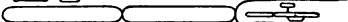
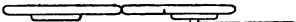
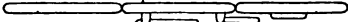
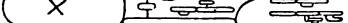
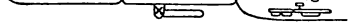
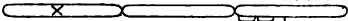
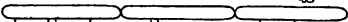
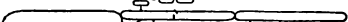
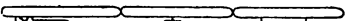
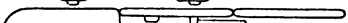
5. Reputation is the richest treasure *that* mortal times afford.

6. Report not *any thing* of pomp or pride.

9. That, *being* scarcely felt, comes.

13. It is pleasant. *What* is pleasant?

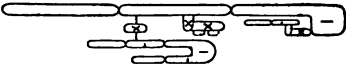
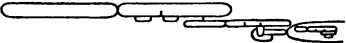
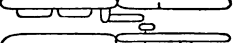
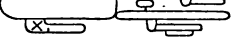
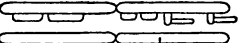
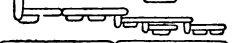
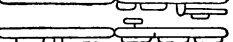
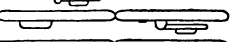
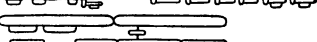
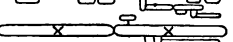
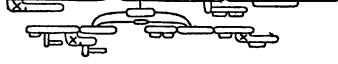
18. We, being accustomed to study, can learn.

118.—21.		249
22.		250
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35.		261
36.		262

23. See APPENDIX	251
26. See "	254
32. See "	258
34. See "	260
35. See "	261

- 118.—21. To be, or not to be—THAT IS THE QUESTION.
 22. Spirit! I *FEEL* that *thou*
 Wilt soon depart!
 23. This *BODY* IS TOO *WEAK* longer to hold
 The immortal part.
 24. The *TIES* of earth *ARE LOOSENING*,
 25. *THEY SOON WILL BREAK;*
 26. And *THOU*, even as a joyous bird,
 Thy FLIGHT WILT TAKE
 To the eternal world.
 27. Go forth when midnight *winds are high*,
 And ask them whence *they come;*
 28. *Who sent them* raging through the sky,
 29. And where *is* their far *home!*
 30. *MARK* the sable woods,
 That shade sublime yon mountain's nodding
 brow;
 31. With what religious awe the solemn *SCENE*
 COMMANDS your *STEPS*,
 32. As if the reverend *FORM*
 Of Minos or of Numa *SHOULD FORSAKE*
 The Elysian *SEATS*, and down the embowering
 glade
 Move to your pausing eye.
 33. In the pleased infant *SEE* its *POWER* expand,
 When first the *coral fills* his little *hand;*
 34. Throned in his mother's lap, *IT DRIES* each *TEAR*,
 As her sweet *legend falls* upon his ear;
 35. Next *IT ASSAILS HIM* in his top's strange hum,
 BREATHES in his whistle, *ECHOES* in his drum;
 36. Each gilded toy *that* doting *love bestows*,
 HE LONGS to break, and every spring expose.

-
21. That is the question. *What is the question?*
 27. Ask of them. *What?*
 30. Shade *in a sublime manner.*
 36. He longs to break each toy, and expose every
 spring.

118.-37.		263
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155.-4.		268
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37. See APPENDIX		263
9. See "		273
10. See "		275

118.—37.

COULD I FORGET

What I have been, I MIGHT the better BEAR
What I am destined to.

38.

I AM not the FIRST

That has been wretched—but to think how much
I have been happier.

39. TRUTH crushed to earth WILL RISE again,

40. The eternal YEARS of God ARE HERS:

41. But ERROR, wounded, WRITHES in pain,
 And DIES amid her worshipers.

155.—4.

Noiselessly around,

From perch to perch, the solitary BIRD
 PASSES.

5. How IS IT POSSIBLE not to feel a profound sense
 of the responsibility of this Republic to all
 future ages !

6. In a moment HE FLEW quickly past.

7. For there the SHIELD of the mighty is vilely
 CAST away.

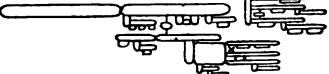
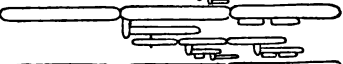
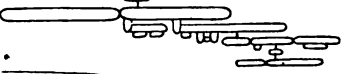
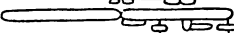
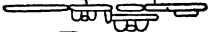
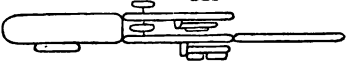
8. Thy PENCIL GLOWS in every flower.

9. Where *Sense can reach*, or *Fancy rove*,
 From hill to field, from field to grove,
 Across the wave, around the sky,
 There's not a SPOT, nor deep, nor high,
 Where the *Creator has not trod*,
 And *left the footsteps* of a God.

10. Eternal Hope ! when yonder *spheres* sublime
Pealed their first *notes* to sound the march of
 Time,

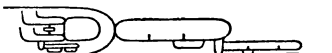
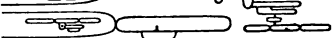
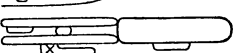
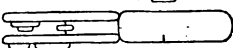
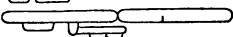
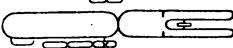
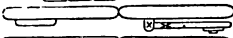
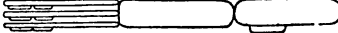
Thy joyous YOUTH BEGAN—but not to fade,
 When all the sister *planets have decayed* :
 When, wrapt in fire, the *realms* of ether glow,
 And Heaven's last *thunder shakes* the world
 below,

11. THOU, undismayed, SHALT o'er the ruins SMILE,
 And LIGHT thy TORCH at Nature's funeral pile

161.-4.		277
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192.-1.		282
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193.-5.		286
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7.		287

4. See APPENDIX	277
5. See "	278
7. See "	287

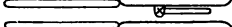
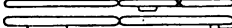
- 161.—4. The chief FAULT of Coleridge LIES in the style,
which has been justly objected to, on account of
 its obscurity, general turgidness of diction,
 and a profusion of new-coined double epithets.
5. SOUTHEY, among all our living poets, STANDS
 aloof, and “alone in his glory;” for *he* alone
 of them all *has ventured* to illustrate, in
 poems of magnitude, the different characters,
 customs, and manners of nations.
6. To him, *who*, in the love of nature, *holds*
Communion with her visible forms, SHE SPEAKS
 A various LANGUAGE :
7. For his gayer hours
 SHE HAS a VOICE of gladness, and a SMILE
 And ELOQUENCE of beauty ;
8. And SHE GLIDES
 Into his dark musings, with a mild
 And gentle sympathy, *that steals away*
Their sharpness, ere *he is aware*.
- 192.—1. *That we differ in opinion* IS NOT STRANGE.
2. *How he came by it*, SHALL BE DISCLOSED in the
 next chapter.
3. There is no UNION here of hearts,
That finds not here an *end*.
4. *Were* this frail *world* our final *rest*,
 Living or dying NONE WERE BLEST.
- 193.—5. Thus STAR by star DECLINES,
Till all are passed away ;
6. As *morning*, high and higher *shines*,
 To pure and perfect day :
7. Nor SINK those STARS in empty night,
 But HIDE THEMSELVES in heaven’s own light.

194.—1.		288
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10.		297

1. See APPENDIX		288
6. See "		293
7. See "		294
8. See "		295
9. See "		296

- 194.—1. *Rewarding and punishing actions by any other rule, WOULD APPEAR much HARDER to be accounted for by minds formed as he has formed ours.*
2. *What time he took orders, DOETH NOT APPEAR.*
3. *That every day has its pains and sorrows, IS universally EXPERIENCED.*
4. *My HOPES and FEARS START up alarmed.*
5. *WHO SHALL TEMPT, with wandering feet,
The dark, unfathomed, infinite ABYSS?*
6. *Not a DRUM WAS HEARD, nor a funeral NOTE.*
7. *Not HALF of our heavy task WAS DONE.*
8. *FEW and SHORT WERE the PRAYERS we said.*
9. *A chieftain's DAUGHTER SEEMED the MAID.*
10. *Her satin SNOOD, her silken PLAID,
Her golden BROOCH, such BIRTH BETRAYED.*
-

2. *At what time.*
4. *Hopes and fears being alarmed, excited, start up.*
6. *Not one drum.*
8. *Prayers which we said.*
9. *The maid SEEMED a chieftain's daughter; for
satin snood, silken plaid, golden brooch be-
trayed such birth.*

206.—1.		298
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12.		309
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16.		313
17.		314

7. See APPENDIX	304
9. See "	306
17. See "	314

1. The RAPIDITY of his movements was beyond example.
2. The MECHANISM of clocks and watches was totally UNKNOWN.
3. The past TENSE of these verbs is very INDEFINITE with respect to time.
4. EVERYBODY is very KIND to her.
5. *To study mathematics*, REQUIRES MATURITY of mind.
6. *That they were foreigners*, WAS APPARENT in their dress.
7. COLERIDGE, the poet and philosopher, HAS MANY ADMIRERS.
8. No monstrous HEIGHT, NOR LENGTH, NOR BREADTH APPEARS.
9. COMMON-SENSE, AS WELL AS PIETY, TELLS US *these are proper*.
10. WISDOM OR FOLLY GOVERNS US.
11. NOR WANT NOR COLD HIS COURSE DELAYS.
12. Hence naturally ARISES INDIFFERENCE OR AVERSION between the parties.
13. WISDOM, and not WEALTH, PROCURES ESTEEM.
14. No COMPANY LIKE to confess *that they are ignorant*.
15. The PEOPLE REJOICE in that *which should cause sorrow*.
16. Therein CONSIST the FORCE and USE and NATURE of language.
17. From him PROCEED POWER, SANCTIFICATION, TRUTH, GRACE, and every other BLESSING *we can conceive*.

NOTE.—I have corrected the “false syntax;” but the teacher will do well to require his pupils to make the corrections, and refer to the RULES, NOTES, or OBSERVATIONS by which they are corrected.

d.

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ELLIO

asserted.

THE GENDER and the NUMBER of the
KNOWN?

WILL DO BOAST thy BLESSING.

AND the ETYMOLOGY of the lan-
guage SPREAD before the learner.

PEASANTRY GO barefoot.

YOUTH PREFER HER to the rest.

RITY of our authors ARE DEFECTIVE

WELLECT NOT the HEART IS CAPA-
ble driven.

AM I CAPABLE of harboring a
thrust your peace.

NOT FAME RENDERS a MAN HAPPY.

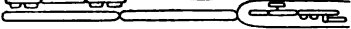
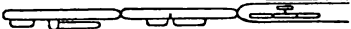
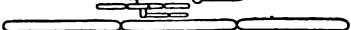
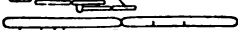
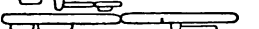
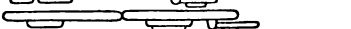
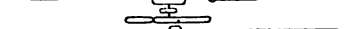
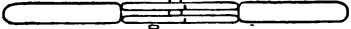
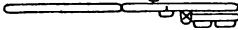
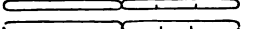
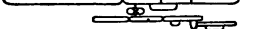
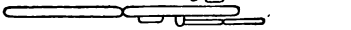
HART the PERSON who must under-
stand business.

WEL of lovers ARE a RENEWAL of love.

THE SENTENCES united together ARE
a compound sentence.

Greek, I SHOULD RESIST Turkish DES-

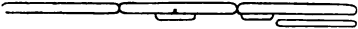
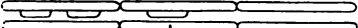
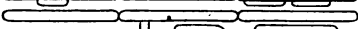
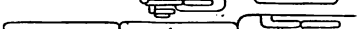
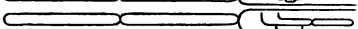
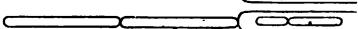
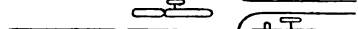
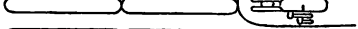
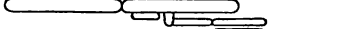
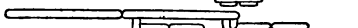
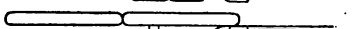
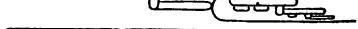
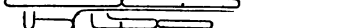
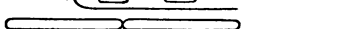
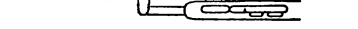
NOT SAY that I admire this construction,
it is much used.

207.—32.		329
33.		330
34.		331
35.		332
36.		333
37.		334
38.		335
39.		336
40.		337
41.		338
42.		339
43.		340
44.		341
45.		342
46.		343
47.		344
48.		345
49.		346
50.		347

42. See APPENDIX	339
44. See "	341

- 207.—32. IT WAS OBSERVED in Chap. 8 that the disjunctive *or* has a double use.
33. I OBSERVED that *love constitutes* the whole character of God.
34. A STRANGER to the poem WOULD not easily discover that *this is verse*.
35. *Had I commanded you* to do this, YOU WOULD HAVE THOUGHT HARD of it.
36. I FOUND HIM better than *I expected* to find him.
37. There ARE several FAULTS which *I intended* to enumerate.
38. AN EFFORT IS BEING MADE to abolish the law.
39. The Spartan ADMIRAL HAD SAILED to the Hellespont.
40. As soon as *he had landed*, the MULTITUDE THRONGED about him.
41. WHICH THEY neither HAVE DONE NOR CAN DO.
42. For YOU HAVE but MISTAKEN ME all the while.
43. WHO WOULD not HAVE LET THEM appear.
44. YOU WERE CHOSEN PROBATIONER.
45. *Had I known* the character of the lecture, I WOULD not HAVE GONE.
46. THEY OUGHT not to do it.
47. OUGHT I to place "*wise*" in predicate with "*makes f*"
48. WHOM THEY HAD SET at defiance.
49. Whereunto the RIGHTEOUS FLEE and ARE SAFE.
50. SHE SITS as a prototype, for exact imitation.

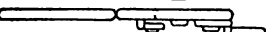
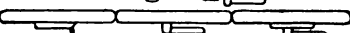
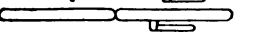
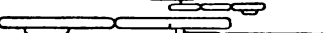
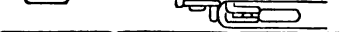
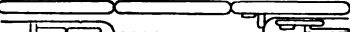
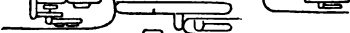
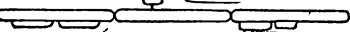
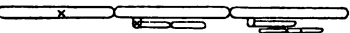
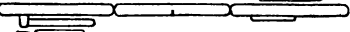
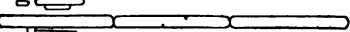
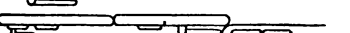
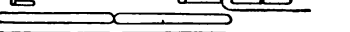
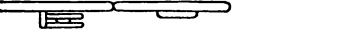
32. "It was observed." *What* was observed?

217.—1.		348
2.		349
3.		350
4.		351
218.—5.		353
6.		354
7.		355
8.		356
9.		357
10.		358
11.		359
12.		360
13.		361
14.		362
15.		363
16.		364
17.		365
18.		366

4. See APPENDIX	351
10. See "	358
17. See "	365

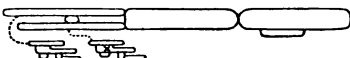
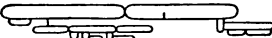
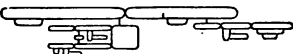
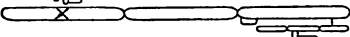
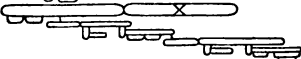
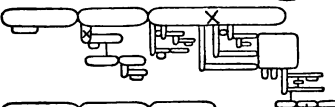
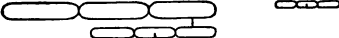
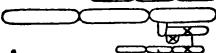
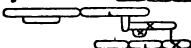
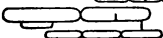
- 217.—1. There THOU SHALT FIND my COUSIN, Beatrice.
2. His daring Foe securely HIM DEFIED.
3. The BROOM its yellow LEAF HATH SHED.
4. DID I REQUEST THEE, Maker, from my clay,
To mould me man?
- 218.—5. WE MAY AVOID *talking nonsense* on these subjects.
6. I DOUBTED *their having it*.
7. THEY SAY, “ *This shall be,*” and IT IS.
8. ATHENS FOUND *that neither art nor science could*
avail against depravity of morals.
9. How I LOVE to see thee, golden, evening sun!
10. I COME to bury Cæsar, not to praise him.
11. HE ENDEAVORED to prevent our being tossed
about by every wind of doctrine.
12. IT IS DIFFICULT to doubt his having seen military
service.
13. THIS GOES to prove what strange creatures we
are.
14. The GOVERNOR COMMANDS ME to say, that *he has*
no further *business* with the Senate.
15. Scaling yonder peak, I SAW AN EAGLE.
16. *Finding fault*, never DOES any GOOD.
17. By opposing your going to college, your FATHER
ABBRIDGED YOUR USEFULNESS.
18. The CEREMONIES CONCLUDED by the doctor’s say-
ing, “ Gentlemen, we will resume our studies
at seven to-morrow.”

12. *It is difficult. What is difficult ?*

218.—19.		867
20.		868
21.		869
22.		870
23.		871
24.		872
25.		873
26.		874
219.—1.		875
2.		876
3.		877
4.		878
5.		879
6.		880
7.		881
		882

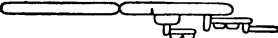
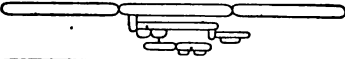
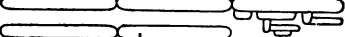
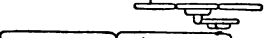
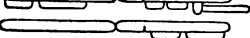
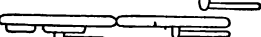
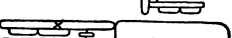
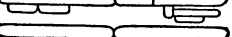
19. See APPENDIX	887
24. See "	872
4. See "	873

- 218.**—19. There **CAME** to the beach a poor **EXILE** of Erin.
 20. You **ARE** a much greater **LOSER** than me by his death.
 21. The **JESUITS** **HAD** more **INTEREST** at court than him.
 22. He **SUFFERS** as them *that have no hope*.
 23. In the matter of making and receiving presents, much **DISCRETION** IS **REQUIRED**.
 24. I **HAD** NO **KNOWLEDGE** of there being any connection between them.
 25. *To follow foolish precedents and wink*
 With both our eyes, IS **EASIER** than to think.
 26. And all the **AIR** a solemn **STILLNESS** **HOLDS**—
 Save *where the beetle wheels* his droning *flight*.
- 219.**—1. **LET** **NONE** touch it but those who are clean.
 2. **NONE** but thee, O mighty prince, **CAN** **AVERT** the **BLOW**.
 3. **NONE** but thee **CAN** **AID** US.
 4. No mortal **MAN** save him **HAD** e'er **SURVIVED** to say *he saw*.
 5. **WE** **ARE** **ALONE**; here's **NONE** but thee and me.
 6. Good Margaret, **RUN** **THOU** into the parlor.
 7. He **LOVES** he *knows not whom*.
-
25. "Than to think"—a prepositional adverbial phrase, modifying "easier."
 "To think"—an infinitive, substantive phrase, object of "than." (Gr., 274, obs. 14.)
 26. (a) A solemn stillness holds all the air.
 (b) All save *that portion* where the beetle wheels his flight.

230.—6.		883*
7.		884*
8.		885
9.		886
10.		887
11.		888*
12.		889*
13.		890*
14.		891*
15.		892*
15b.		893*
16.		894*
16b.		895*

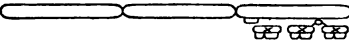
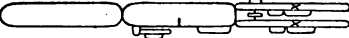
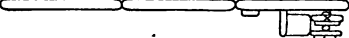
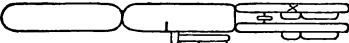
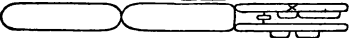
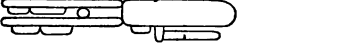
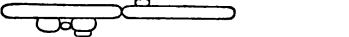
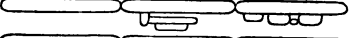
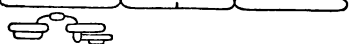
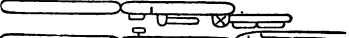
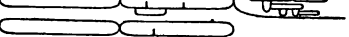
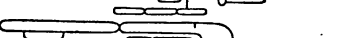
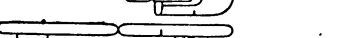
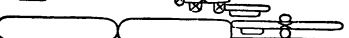
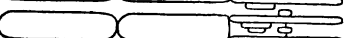
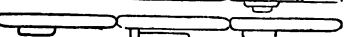
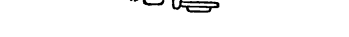
* See APPENDIX.

- 230.—6. MEMORY and FORECAST just RETURNS ENGAGE—
That pointing back to youth, this on to age.
7. There is SOMETHING in their hearts *which passes speech.*
8. Behind the sea-girt rock, the STAR
That led him on from crown to crown
HAS SUNK.
9. The MOUNTAIN-CLOUD
That night hangs round him, and the breath
Of morning scatters, is the SHROUD
That wraps the conqueror's clay in death.
10. MOUNT the HORSE
Which I have chosen for thee.
11. FEW BE THEY *who will stand out faithful to thee.*
12. For COLD and STIFF and STILL ARE THEY *who*
wrought
Thy walls *annoy.*
13. Ishmael's wandering RACE, *that rode*
On camels o'er the spicy tract *that lay*
From Persia to the Red Sea coast.
14. The KING GRANTED the Jews *which were* in every
city, to gather themselves together, and to
stand for their life, to destroy, to slay, and to
cause to perish, all the power of the people
and province *that would assault them.*
15. WE HAVE MORE *than heart could wish.*
(b) WE HAVE MORE than [that amount *which*] *heart*
could wish.
16. My PUNISHMENT IS GREATER than [that amount
which] *I can bear.*
(b) My punishment is greater than I can bear.

252.—2.		396*
3.		397
4.		398*
5.		399
6.		400*
7.		401*
8.		402*
8b.		403*
9.		404
10.		405
11.		406
12.		407
13.		408
14.		409*

* See APPENDIX.

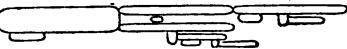
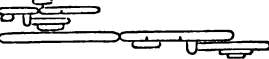
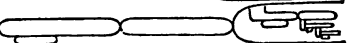
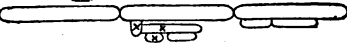
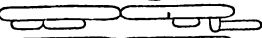
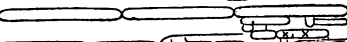
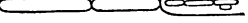
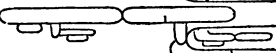
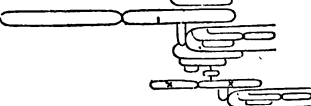
- 252.—2. ANNA IS AS TALL AS Clarissa.
3. RACHEL IS NOT SO TALL AS Mary.
4. DELIA IS TALLER than Isabella, but not FAIRER than Helen.
5. SHAKSPEARE IS MORE FAITHFUL to the true language of Nature than any other writer.
6. CIBBER GRANTS IT to be the best poem of its kind that *was* ever *written*.
7. The CHRISTIAN RELIGION GIVES a more lovely CHARACTER of God than any other *religion* ever *did*.
8. Of all nations, OURS HAS the best FORM of government: IT IS, of all forms, THAT *which* most *moves us*.
9. The Northern SPY IS a fine SPECIMEN of apple.
10. LAWRENCE IS an abler MATHEMATICIAN than linguist.
11. The highest TITLE in the State IS THAT of Governor.
12. Organic CHEMISTRY TREATS of the animal and the vegetable kingdoms.
13. The north and the south POLES ARE INDICATED on the map.
14. MARY, widow of the late Col. Clark, and mother of the Governor, RESIDES with us.

253.—15.		410*
16.		411
17.		412
18.		413
19.		414
20.		415
21.		416
22.		417
23.		418
24.		419
25.		420
26.		421
27.		422*
28.		423
32.		424*
33.		425
36.		426

* See APPENDIX.

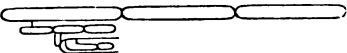
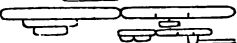
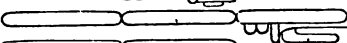
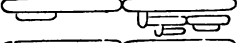
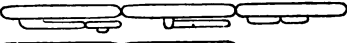
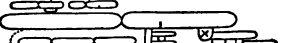
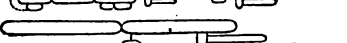
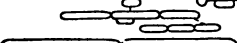
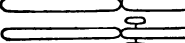
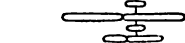
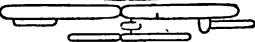
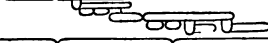
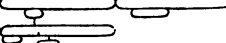
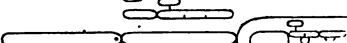
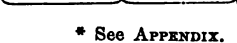
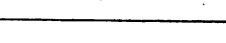
- 253.**—15. **SUBSTITUTES HAVE** three **PERSONS**—the first, the second, and the third.
16. In some cases **WE CAN USE** either the **Nominative** or the **Accusative**, promiscuously.
17. I **DOUBT** his **CAPACITY** to teach either the **French** or the **English languages**.
18. The **passive** and the **neuter VERBS** I **SHALL RESERVE** for some future consideration.
19. **E HAS** a long and a short **SOUND**.
20. The perfect **PARTICIPLE** and the imperfect **TENSE** ought not to be confounded.
21. There is, however, another and more limited **SENSE**.
22. **NOVELTY PRODUCES** in the mind a vivid and agreeable **EMOTION**.
23. **JEWELL**, the poet and professor of **English literature**, **HAS CRITICISED IT**.
24. I **HAVE NOT BEEN** in **London** these five years.
25. If *I had* not *left off* troubling you about that kind of things.
26. **THEY ARE** this **KIND** of gods *which Horace mentions*.
27. Many **THINGS ARE** not **WHAT** *they appear* to be.
28. The **WALL IS** ten feet **HIGH**.
32. I **HAVE** neither **John's** nor **Eliza's BOOKS**.
33. **JAMES RELIEVES** neither the boy's nor the girl's **DISTRESS**.
36. The **GENERAL**, in the name of the army, **PUBLISHED A DECLARATION**.

28. The wall is high, [to the extent of] ten feet.

254.—37.		427
88.		428*
89.		42
40.		430*
41.		431
42.		432
43.		433*
44.		434*
45.		435
46.		436
268.—1.		437
2.		438*
2*.		439*
3.		440*
3x.		441
3y.		442

* See APPENDIX.

37. THE BILL PASSED the House of Lords, but FAILED in the House of Commons.
38. IT IS CURIOUS enough that this *Sentence* of the bishop's is, itself, *ungrammatical*.
39. WE SHOULD presently BE SENSIBLE of the melody's suffering.
40. THIS DEPENDS on their being more or less emphatic, and on the vowel-sound's being long or short.
41. WHOSE PRINCIPLES FORBID their taking part in the administration of the government.
42. THE GROUP of little misses APPEARED most LOVELY and BEAUTIFUL.
43. HEAVEN OPENED wide her everlasting GATES.
44. The poor GIRL FEELS very BAD about it.
45. THE SIGHT APPEARED TERRIBLE to me.
46. DID not LOIS LOOK most BEAUTIFUL at the lecture?
1. IT REQUIRES no such NICETY of ear as in distinguishing tones, or measuring time.
 2. HE MENTIONS Newton's writing a commentary; or,
- 2*. He mentions that Newton wrote a commentary.
3. The CAUSE of their salvation DOTH not so much ARISE from their embracing mercy, as from God's exercising it.
 3. The CAUSE of their salvation DOTH ARISE from their obtaining mercy.
- 3a. The CAUSE of their salvation DOTH ARISE much from their obtaining mercy.
- 3y. [The] CAUSE [of their salvation] DOTH ARISE so much from their obtaining mercy—not so much from their obtaining mercy—so much as [it doth arise] from God's exercising it.

268.—4.		448
6.		444
8.		445
9.		446
12.		447
12b.		448
282.—1.		449
2.		450*
3.		451*
4.		452
5.		453*
b.		454*
c.		455*
d.		456*
6.		457
		458
		459
7.		460
b.		461
		462
8.		463

* See APPENDIX.

4. THOSE *who accuse us* of denying it, BELIE US.
6. The governor's VETO WAS BEING WRITTEN while the final *vote was being taken* in the Senate.
8. THIS MUST PREVENT any regular PROPORTION of time's being settled.
9. The COMPILER PROPOSED to publish that part by itself.
12. On entering the cars, the SEATS WERE FOUND to be all occupied.
- 12b. WE, entering the cars, FOUND all the SEATS to be occupied.

1. HE WAS STIRRED
With such an agony [that] *he sweat* extremely.
2. But IT IS FIT [that] things be stated as *they are considered*—as *they really are*.
3. HE whose soul
Ponders this true equality, MAY WALK
The fields of earth with gratitude and hope.
4. Before *we passionately desire anything which another enjoys*, WE SHOULD EXAMINE into the happiness of its possessor.
5. THEY SAY, "This shall be," (b) and IT IS,
For (d) ere *they act*, (c) *they think*.
6. My HEART IS AWED within me, when *I think* of the great miracle *that still goes on* in silence round me.
7. TAKE good HEED
- (b) NOR there BE MODEST, where *thou shouldst be proud*.
8. AMBITION SAW that stooping *Rome could bear*
A master, nor *had virtue* to be free.

-
2. It is fit. *What is fit?* [That] things be stated, &c.
 3. May walk [through] the fields of earth.



APPENDIX.

WHILE the DIAGRAMS indicate with sufficient precision the author's views as to the true construction of the foregoing sentences, it is deemed advisable to add the following REMARKS on some of the more difficult sentences, for the benefit of younger teachers.

The figures on the left refer to the corresponding sentences in the KEY.

The letters Gr., with figures annexed, refer to corresponding pages in the GRAMMAR.

Figures without the letters Gr. refer to sentences in the KEY.

20. In the analysis of sentences, a *word* representing a *phrase* of which it forms a part is to be construed as the whole phrase would be if fully expressed. (Gr., 23, obs. 2.) Hence, in this sentence, "unconfined," *as a representative* of the phrase, "to an unconfined extent," is an adverb, used to modify "shines." But

In the analysis of the *phrase* of which it forms a part, "unconfined" is an adjunct of *extent*, understood, and is therefore, *as a word*, an adjective.

22. "Stream" is a noun, independent case. (Gr., 84.) It is a logical adjunct of "thy," telling who or what is meant by that word. (Gr., 85, obs. 2, 3.)

24. The teacher will find frequent occasion to employ judgment and study in the analysis of sentences which are more or less ambiguous in their structure. This sentence is one of many that may be variously rendered. Thus—

1. Nature, kneeling at her evening prayer with folded hands, seemed [to be] there.

2. Nature, kneeling with folded hands, seemed there at her evening prayer.

3. Nature, with folded hands, seemed [to be] kneeling there at her evening prayer.

That rendering should be adopted which gives most clearly the sentiment of the author. On this point different minds will come to different conclusions.

The teacher should first determine the exegesis, and let the pupils parse the sentences accordingly.

28. See the last preceding REMARK.

(1.) Does the sentence, "Where the skies are ever clear," modify "art journeying?" Then the skies are ever clear *here*. But that is not true. Then—

(2.) Does that sentence describe "home?" Does it state a characteristic of the "home" to which "thou art journeying?" That seems to be the true rendering.

But it may be objected that "where" is an adverbial conjunction, used to introduce adverbial sentences. (Gr., 163, obs. 2.) So it does, commonly; but it may introduce an adjective sentence when it describes or limits the *name of a place*. Thus—

He is far from the LAND *where his forefathers sleep*.

i. e., He is far from the LAND *of his nativity*.

He is far from *his native* LAND.

Obviously the *sentence*, the *phrase*, and the *word* alike describe LAND.

29. "Through," an adverb by representation. (Gr., 23.)

49. Trees wave proudly—less proudly—not less proudly.

Hence "proudly" is an adjunct of "wave;" "less" is an adjunct of "proudly;" "not" is an adjunct of "less." "That their ancestors molder beneath them," an adjunct of "less."

50. "Equal"—with equal rights. (Gr., 23, obs. 2.)

67. "The," an adjunct of "stranger."

"The stranger's," an adjunct of "eye."

72. May bloom—*where?* May bloom *wherefore?*

78. The entire proposition, "God was in the blast," is negatived by "not." (Gr., 258, rem. 1.) But it has special force on the phrase "in the blast."

83. "Hence" is a conjunction whenever its principal office is to introduce a sentence.

87. The diagram for this sentence is not exactly correct. The auxiliary verb, "DOES," is common to the two words, "RECEIVE" and "ENTERTAIN." See diagram for sentence 31.

89. Voice of eloquence—of more [eloquence] than Roman eloquence. "Than Roman eloquence" is a phrase adjunct of "more;" and "more" is an adjunct of "eloquence" *understood*.

90. Platter standing on the dresser. "On the dresser" is a phrase adjunct of "standing" understood; and "standing on the dresser" is an adjunct of "platter."

A participle to which a prepositional phrase is joined in construction is often suppressed. Then the prepositional phrase performs a double office. (1.) That of a representative of the participle, and as such is an adjective; (2.) That of an adverbial adjunct of the participle.

101. "Helpless," an adjunct of "me;" placed after, because. (Gr., 250, obs. 3.)

105. "Then," a conjunction. (See 83.)

118. "One [going] by one" is an independent phrase, both in form and in office. It is here a logical adjunct of "go"—indirectly stating the manner. (Gr., 232, note 3.)

119. Puffs them wide of hope—at a wide distance from. This is a *nautical idiom*. I have so changed the text as to put it into good English. The words of the text may be retained by a paraphrase. Thus: Puffs them *so far that the distance of hope from them is wide*.

125. "Tell not," declare not to Misery's son that life is fair. (See Gr., 159, obs. 6.)

126. He said, "And *do you say* this to me?"

128-9. Sentence 128 is auxiliary to 129, the order being transposed: A pampered goose replies, "See man *created* for mine [my use];" while man exclaims, "See all things *created* for my use."

131. "*Being* unconscious" is an adjunct of "chieftain," showing condition.

132. He shouted more—once more—but once more.

133. We . . . cry, *That is* droll indeed!

137. I tell thee—I declare to thee. (See 125.)

139. "There" is a word of euphony (Gr., 166, obs. 1), serving only a rhetorical purpose, viz., to throw the predicate before the subject. When words are used solely for euphony, as in this instance, I do not place them in the diagram.

141. — that gives to us light and heat. (See 125.)

150. Transposed. That young faithful heart was the noblest thing that perished there.

153. Not one breeze. "Not" modifies—negatives "a." "A" is a numeral adjective, limiting "breeze."

154. This perished heart may lie in the dust, *in Death's cold embrace*.

156. Thou canst not tell that which thou dost not know. (Gr., 92, obs. 7.)

157. I speak not to disprove what [that which] Brutus spoke. The force of the negative is on the whole modified sentence—hence the diagram for the adverb “not” is beneath both the predicate and its adjunct phrase. (Gr., 258, rem. 1.)

160. A price is — wherefore? “Wherefore” modifies “is;” and “seeing he hath no heart to it,” limits or modifies “wherefore.” A word used to *ask* a question is construed as the word which *answers* it. (Gr., 93, obs. 5.)

161. “Yet” is a conjunction—here, equivalent to “but.” “[To] recoil” is an infinitive phrase, adverbial. Why is the preposition suppressed? (Gr., 269, note 1.) “Recoil” is a substitute for that phrase, and, as such, it is an adverbial adjunct of “feel,” limiting the office of that word to one particular act, “recoil.” Instances are frequent in which the agent of an act expressed by a verb in the infinitive mood is the object of some other verb, of which the infinitive phrase is an adjunct. “We requested *him* to *speak*.” (See Gr., 269, obs. 2.)

165. “And” connects the two phrases.

168. Mansions [inclosed] with marble walls, are—*where*? (Gr., 93, obs. 5.)

171. That dares [to] traduce because he can [traduce].

172. Does the auxiliary sentence, “When all will have been said,” &c., describe “time”—pointing out some particular era? or does it modify “come”—telling *when* it must come? I have indicated my preference. (See remark on sentence 28.)

173. “Hour”—what hour?

177. Before he was what thou wouldst have him be—that which — the man that thou wouldst have him be.

178. Strides—*whence?* "From wave." Strides—*whither?* "To wave." Teachers should guard against the common error of parsing "to" in examples like this, as showing a relation between the preceding and the following substantives—*e. g.*, between "wave" and "wave." Let the proper test, suggested by the RULE for prepositions, be applied. "Wave" is the "*object*," and "strides" is "*the word which the phrase modifies*." Hence "to" shows a relation between "strides" and "wave."

181. He sunk to sleep—to *sleep* with shapes. He did not *sink* with shapes.

182. Go to the MAT *where—on which* Want reclines. (Gr., 276, obs. 5.)

184. Some editions have "whose" for "his." That change would remove the ambiguity that now attaches to this sentence. "And" connects "control" and "bind," making the auxiliary sentence compound.

187. "*It must be sweet.*" *What must be sweet? To give back the spirit.* Hence, "to give back the spirit," &c., is an independent, infinitive phrase, a logical adjunct of "it." (Gr., 236.)

193. "Put forth," idiomatic for "bloom." Hence I place "forth" in predicate with "put."

196. "As timber"—a phrase adverbial, prepositional. "As" is equivalent to "for." (Gr., 170.)

201. The *pronoun* is placed in the principal sentence, and its antecedent *noun* in the auxiliary, because, by a rule of rhetoric, and to obviate an ambiguity, the auxiliary sentence is placed first.

207. "Mere" for "merely." An adverb used here to modify "human."

210. "None"—an adjective pronoun. Subject of the sentence.

211. "Wherein most of his mighty works were done"—an adjective sentence, specifying "cities."

219. "Monarch," with its adjuncts, is a logical adjunct of "thee." It is substantive, independent case. (See Gr., 85, obs. 2.) The same remark applies also to "child," and to "harbinger."

"To guard the banner of the free," is an independent phrase, infinitive—logical adjunct of "it."

"It is given." *What* is given? (See Gr., 231, note 2, obs. 1.) The same remark applies also to the other infinitive phrases which immediately follow.

221. "Flag" is a logical adjunct of "thy." (Gr., 247, rem under obs. 8.)

"The sign of Hope and Triumph" is a logical adjunct of "folds."

222. "Gleaming"—in a gleaming array. (See 20.)
"Shall turn to [the place] where thy meteor-glories burn."

"When" introduces two auxiliary sentences—"trumpet-tone speaks" and "line comes." "And" connects those two sentences.

223. "And" introduces the principal sentence; "when" introduces the two auxiliary sentences; "and" connects them in construction—both being adverbial in office.

229. [May] that standard sheet float forever.

230. "But," equivalent to "that not." (Gr., 171.)
"Where breathes the foe *that falls not* before us?" Or, by another construction, the word may be retained—thus, "Where breathes the foe?" Yonder. "But [he] falls before us." By the former construction, the true sense is best given. By the latter, we are enabled to parse the words as they are, without a substitution.

"With freedom's soil," &c. "With" is here a word of

euphony—used only to fill out the rhythm. (Gr., 233, obs. 7.) “Freedom’s soil [being] beneath our feet,” is an independent phrase—a logical adjunct of “*falls before us.*”

236. Report not [any evidences] of human pomp or pride.

240. “All,” viz., “the barky trunk, the ground, the fresh, moist ground.”

249. “That is the question.” *What* is the question?

251. “Weak” is an adjective in predicate with “is.” (Gr., 248, note 3.) “Too” is an adjunct of “weak;” and “to hold the immortal part longer” is a phrase adjunct of “too.”

254. The word “even” is often a word of euphony—generally, when it serves to give emphasis to other words or to phrases. It serves that purpose here; but because it also renders the force of the phrase, “As a joyous bird,” more definite—*precisely* as a joyous bird—I place it as an adjunct of that phrase; but teachers who see in it *only a word of euphony*, will reject it from the diagram.

256. “Sublime”—in a sublime manner. “Sublime” is an adverb *by representation*. (Gr., 23.)

258. “As if”—a double conjunction. I place the two words in the same diagram. (Gr., 278.)

260. [Being] throned—being seated. “It” refers to “infant.”

261. Next it assails him. “It” refers to the principle of curiosity—desire of knowledge. “Him” refers to “infant.”

263. I might [with] the better [fortitude] bear [the fortunes which] I am destined to [bear].

273. “Can reach and rove” are common antecedents to the prepositions “from,” “to,” “from,” “to,” “across,”

"around." "There" being only a word of euphony, is thrown out of the diagram. "Not" modifies "a;" and "a" is a numeral adjective. "Not" is common to "trod" and "left."

275. "But not to fade." But [it began] not to fade. It is not destined to fade. "For thou shalt smile," &c.

277. "Has been objected to." "To" is in predicate. (See Gr., 203, obs. 4.)

278. Southey stands among poets—stands aloof—stands alone—stands in his glory. "He alone"—only he. "Alone" is an adjunct of "he"—he of all them—one of them—one of them all—he of them all—"of them all" is an adjunct of "he."

287. "Nor" introduces the sentence, and is also a negative. Hence I place it as an adverbial conjunction.

288. "Harder"—an adjective in predicate with "would appear." "For" in predicate with "be accounted." (See Gr., 203, obs. 4.)

293. "Not," a negative adverb, modifying "a."

294. "Not," a negative adverb, modifying the adjective element in "half." (See Gr., 94, obs. 2.) "Half" is an adjective pronoun, the subject of the sentence.

295. "Few and short" are adjectives in predicate with "were."

296. "A" is an adjunct of "chieftain;" and "chieftain's" is an adjunct of "daughter;" "daughter" is in predicate with *be*, understood; "seemed [to be] a chieftain's daughter."

304. "Poet and philosopher" are logical adjuncts of "Coleridge." (See Gr., 85, obs. 3.)

306. "As well as." Grammarians call these words thus used a double conjunction. I yield somewhat to custom.

314. [Of which] "we can conceive."

318. "Barefoot," a *representative* of the adverbial phrase, "*on barefoot*." (Gr., 23, obs. 2.)

389. "All the while"—*during* all the while. (See Gr., 23, obs. 2.)

341. "Were chosen probationer." "Probationer," a noun, in predicate with "were chosen." (Gr., 210, obs. 8.)

351. "Maker," a logical adjunct of "thee." "To mold *me man*." "Me," the direct object, and "man," the remote object. (Gr., 210, obs. 7.)

358. "Not" negatives the phrase, "To praise him."

365. "Your going to college," a participial phrase—object of the *action* expressed by "opposing." "Opposing your going to college," a participial phrase—object of the *relation* expressed by the preposition "by." "By opposing your going to college," a prepositional phrase, adjunct of "abridged."

367. "There," a word of euphony—not placed in Diagram.

372. Knowledge—of what? This phrase is susceptible of two constructions: 1. Knowledge of *the existence* of any connection between them. 2. Knowledge of *any connection* being—existing between them. This construction is adopted in the Diagram.

378. "No man had survived." That is not quite true. But "No mortal man *save him* had survived." That is true. "Save him" is a prepositional phrase, modifying "no;" and "no," with its modifying phrase, modifies "man."

383. "That" refers to "memory." It is the leader of the independent phrase. "This" refers to "Forecast."

384. "There" being used only to allow the predicate to precede its subject, is a *word of euphony*, and has no place in the Diagram.

388. "Will stand out faithful"—will remain faithful.

389. "Annoy," by apocope, for annoyance. (Gr., 300.)
Who wrought annoyance to thy walls.

390. "Ishmael's wandering race" [came]. (See context in Pollock.)

391. The king granted [permission].

392-3. Diagrams adapted to the two different constructions of these sentences are given, that the teacher may adopt either, according to his own views. (See Gr., 171, last paragraph.)

394-5. See the last observation.

396. "Anna is tall." *How* tall? *As* tall. The question is answered only by adding to the word "as" the modifying phrase, "as Clarissa," which constitutes the second term in the comparison. Hence the first "as" modifies "tall," and the phrase, "as Clarissa," modifies "as." (See Gr., 170.)

398. "Delia is taller," but not fairer. These are comparatives that require *second members*. (See Gr., 173.)

401. "Gives character"—*lovely* character—*more* lovely—*more than* [*that character which*] any other religion ever did [give].

402. "*Best* form"—best of all nations. (See Gr., 274, obs. 14.)

403. "Which moves us"—moves *most*—most of all forms.

409. "Widow" and "mother" are logical adjuncts of "Mary." (See Gr., 231, obs. 2.)

410. — three Persons, viz., the first [Person], the second [Person], and the third [Person].

422. "What" is equivalent to "that which," and is substituted for those two words for elegance. But, according

to most grammarians, it is to be resolved into its elements in analysis and parsing. (See Gr., 222, obs. 5.)

424. — neither John's [book] nor Eliza's book.

428. "Itself," being a word of euphony, is not placed in Diagram.

433. — opened *wide*—[to a] wide [extent]. (See Gr., 256, obs. 2.)

434. "Bad," an adjective, in predicate with "feels." The teacher will notice that the verb "feels" is used *not in its literal* sense, but *figuratively*. The girl is in a bad state of feeling—is bad in feelings. In the same sense of that word, we say, Velvet *feels smooth*, a file *feels rough*.

438-9. I give the two forms of Diagrams adapted to the ancient and the modern idioms.

440-2. The same sentence, with adjuncts gradually added. I make the phrase, "God's exercising it," participial, substantive object of "from;" "From God's exercising it," a prepositional phrase, adverbial adjunct of "doth arise," understood; "As [it doth arise] from God's exercising it," a sentence, adverbial adjunct of "so;" "Not" is also an adjunct of "so;" "So," with all its adjuncts, is an adjunct of "much;" "Much," with all its adjuncts, is an adjunct of the phrase, "From their obtaining mercy." (See Gr., 255, obs. 2.)

450. "It is fit." *What* is fit? The following complex sentence tells. Hence that sentence is a logical adjunct of "it." (See Gr., 236.)

451. — may walk [through] the fields of earth. "May walk" is here an intransitive verb—hence the necessity of supplying the preposition.

453. "They say this shall be."

454. "And it is"—. Wherefore?

455. "For they think"—. When?

456. "Ere they act."

P A R S I N G.

TEACHERS differ widely in their estimate of the importance of parsing exercises—some devoting most of the pupil's time in Grammar to Parsing; others, regarding this exercise of but little practical importance, almost wholly neglect it.

Without entering into this discussion, I propose here briefly to state my practice, and some of the reasons for it—and the reasons first.

As language is the proper expression of thought, it is obviously the teacher's first business to develop the thoughts embodied in the sentence. Upon this EXEGESIS depends the proper ANALYSIS of a sentence. Analysis discloses the office of each element in the structure of a sentence; and when a sentence or a phrase is properly analyzed, the principal part of parsing it is accomplished—all that remains being a proper inquiry into the *modification* of the elements;—hence, obviously, all correct PARSING has its foundation in ANALYSIS, and accuracy in analysis can be accomplished only by arriving at the true EXEGESIS of the sentence.

My practice, therefore, is to expound the text before the class by a series of questions such as are presented in the "INTRODUCTORY EXERCISES" in the Grammar. This paves the way to correct analysis, to which I proceed, in the earlier stages of the pupil's progress—having short exercises in exposition and analysis during the entire progress of the class through Parts I. and II. of the Grammar. Throughout the progress of the class in SYNTAX, I have frequent exercises in parsing, having analysis as its basis.

At the request of many teachers, I give below a few examples of CLASS EXERCISES in parsing. These exercises are taken almost *verbatim* as they occur in the regular exercises of the classes, in which the errors of the pupils are exposed, and the method of correcting them given.

I use the CHART, and follow its order of arrangement; and with the younger classes, I have diagrams drawn upon the blackboard.

I. EXERCISES IN ANALYSIS AND PARSING IN A CLASS OF BEGINNERS.

"Class, turn to page 13.

"Charles may analyze the first sentence."

CHARLES.—The subject—

"Not so fast. You should never attempt to analyze a sentence until you have first read it; for you can not intelligently analyze a sentence until you have imbibed the *thoughts* of the author, and this you can do only by care-

fully reading the sentence; and you should read it aloud for the benefit of the class."

CHARLES.—"The sun rose on the sea."

Subject—"sun."

Predicate—"rose."

Object—Not any.

Adjunct of the subject—"The."

Adjunct of the predicate—"on the sea."

Elements of the phrase, "on the sea."

The leader—"on."

The subsequent—"sea."

The adjunct—"the."

"Louisa, you may parse that sentence."

LOUISA.—"sun" is an element in the—

"You have not commenced at the beginning. In *analyzing* a sentence, we find the *subject* first, wherever it may be, but in *parsing*, we take the elements in their order—as they occur in the text.

LOUISA.—"The" is an element in the sentence.

Adjunct

Primary

Word

Adjective

Specifying

Pure

It belongs to "sun," according to Rule 7: "*Adjectives belong to nouns and pronouns which they describe.*"

"sun" is an element in the sentence

Principal element

Subject

Word

Noun

Common

Third person

Singular number

Nominative case—to “rose,” according to Rule 1: “*The subject of a sentence must be in the nominative case.*”

“on” is an element in the sentence—

“Stop a moment. Are you sure that ‘on’ is an element of the *sentence*? How many sorts of elements has a sentence?”

LOUISA.—It has “principal elements” and “adjunct elements.”

“Is ‘on’ a principal element of the sentence? Is it the subject, the predicate, or the object?”

LOUISA.—It is neither. It is an adjunct.

“Is it an adjunct of the subject? Then it must be an adjective.”

LOUISA.—It is an adjunct of “rose.”

“Then it is an *adverb*; for adjuncts of verbs are necessarily adverbs.”

LOUISA.—No, sir; it is a preposition.

“Is a preposition an element in a sentence?”

LOUISA.—No, sir; it is an element in a phrase.

“That is true. You have now corrected your own errors. Proceed with your parsing.”

LOUISA.—“on” is an element in the phrase.

“Let me ask you one more question, Louisa. Have you finished parsing the *sentence*?”

LOUISA.—I have parsed “the” and “sun” and “rose;” and as you have instructed me to parse the elements as they occur, I was proceeding to parse the next, and that is “on;” and “on” is an element in the phrase, as you have just now allowed.

“Certainly, ‘on’ is an element in a phrase. But have you parsed all the elements in the *sentence*? Is there not an element in the sentence that tells *where* ‘the sun rose?’”

LOUISA.—Yes, sir; I see it now.

“on the sea” is an element in the sentence,

Adjunct

Primary

Phrase

Adverbial

Prepositional

Intransitive—and belongs to “rose,” according to Rule 9: “*Adverbs belong to verbs, adjectives, and other adverbs which they modify.*”

“Very well. You may now parse the elements of the phrase.”

LOUISA.—“on” is an element in the phrase,

Leader

Preposition—and shows a relation of “sea” to “rose,” according to Rule 12: “*A preposition shows a relation of its object to the word which its phrase qualifies.*”

“the” is an element in the phrase,

Adjunct

Word

Adjective—and belongs to “sea,” according to Rule 7: “*Adjectives belong to nouns and pronouns which they describe.*”

“sea” is an element in the phrase,

Subsequent

Word

Noun

Common

Third person

Singular number

Objective case—object of the relation expressed by “on,” according to Rule 3: “*The object of an action or relation must be in the objective case.*”

“Very well done.

"Clarence may analyze and parse the next sentence."

[Clarence proceeds, and is allowed to correct his own errors as they occur.]

Thomas, Henry, and Frank take each a sentence, and succeed quite as well as Louisa, because, having given good attention, they have profited by her errors.]

II. EXERCISES OF PARSING BY A MORE ADVANCED CLASS.

"Class, turn to page 65.

"Robert may analyze sentence 1."

ROBERT.—"The troubled ocean feels his steps,
As he strides from wave to wave."

Subject—"ocean."

Predicate—"feels."

Object—"steps."

Adjuncts of the subject—"the" and "troubled."

Adjunct of the predicate—"As he strides from wave to wave."

Adjunct of the object—"his."

"Each pupil may parse two elements.

"George, you may commence."

GEORGE.—"The" is an element in the sentence,

Adjunct

Primary

Word

Adjective

Specifying

Pure—and belongs to "ocean," according to

Rule 7: "*Adjectives belong to nouns and pronouns which they describe.*"

"troubled" is an element in the sentence,
 Adjunct
 Primary
 Word
 Adjective
 Verbal—and belongs to "ocean," according
 to Rule 7: "*Adjectives belong to nouns and pronouns which
 they describe.*"

"ocean" is an element in the sentence,
 Principal element
 Subject
 Word
 Noun
 Common
 Third person
 Singular number
 Nominative case—to "feels," according to
 Rule 1: "*The subject of a sentence must be in the nomina-
 tive case.*"

"Correct.

"Richard, proceed."

RICHARD.—"feels" is an element in the sentence,
 Principal element
 Predicate
 Verb
 Indicative mood
 Present tense—and agrees with "ocean" in
 the third person, singular number, according to Rule 2:
 "*A verb must agree with its subject in person and number.*"

"his" is an element in the sentence,
 Adjunct
 Primary
 Word
 Adjective

Specifying

• Possessive—and belongs to “steps,” according to Rule 7: “*Adjectives belong to nouns and pronouns which they describe.*”

“Ellen.”

ELLEN—“steps” is an element in the sentence,

Principal part

Object

Word

Noun

Common

Third person

Plural number

Objective case—the object of the action expressed by “feels,” according to Rule 3: “*The object of an action or a relation must be in the objective case.*”

“As he strides” is an element in the sentence.

[Many hands are up.]

“Caroline, what is there wrong in that?”

CAROLINE.—Ellen did not repeat the whole of the element she was about to parse.

ELLEN—I see it, sir. There is but one element of the sentence remaining, and that includes all the remaining words.

“As he strides from wave to wave” is an element in the sentence,

Adjunct element

Primary

Sentence

Adverbial

Simple

Intransitive—and belongs to “feels,” according to Rule 9: “*Adverbs belong to verbs, adjectives, and other adverbs which they modify.*”

"Albert may analyze the auxiliary sentence."

ALBERT.—"As he strides from wave to wave."

Subject—"he."

Predicate—"strides."

Object—Not any.

Adjunct of the subject—Not any.

Adjuncts of the predicate—"from wave to wave."

"Are the class satisfied with that analysis?"

[No hands are up.]

"If the class offer no objections to that analysis, we will proceed."

"Sarah, you may parse."

SARAH.—"As" is an element in—

"What sort of element—principal? or adjunct?"

SARAH.—It is neither. It does not enter into the structure of the sentence. It simply introduces the adjunct sentence, and indicates that it is an "Adverb of time." Hence "As" is an adverbial conjunction, introducing the sentence, "he strides from wave to wave," and connects it to the verb "feels," according to Rule 13: "*Conjunctions connect words and phrases, or introduce sentences.*"

"he" is an element in the sentence,

Principal element

Subject

Word

Pronoun

Personal

Third person

Singular number

Nominative case—to "strides"—Rule 1: "*The subject of a sentence must be in the nominative case.*"

"Lizzie, you may proceed—cautiously."

LIZZIE.—“strides” is an element in the sentence,

Principal element

Verb

Indicative mood

Present tense

Third person

Singular number—to agree with its subject,
“he,” according to Rule 2: “*A verb in predicate must agree with its subject in person and number.*”

“from wave to wave” is an element—

“Is it *an* element; or are there *more* elements than one?”

LIZZIE.—One element, consisting of a *complex phrase*.

“Let us see. ‘he strides’—*whence?*”

LIZZIE.—“from wave to wave.”

“Once more. ‘he strides’—*whither?*”

LIZZIE.—I see it now, sir; “from wave” answers your former question; “to wave” answers the latter question.

“from wave” is an element of the sentence,

Adjunct

Primary

Phrase

Adverbial

Prepositional—and belongs to “strides,” according to Rule 9: “*Adverbs belong to verbs, adjectives, and other adverbs which they modify.*”

“James, proceed.”

JAMES.—“to wave” is an element in the sentence,

Adjunct

Primary

Phrase

Adverbial

Prepositional—and belongs to “strides,” according to Rule 9: “*Adverbs belong to verbs, adjectives, and other adverbs which they modify.*”

"You may parse the elements of the phrases."

JAMES.—"from" is an element in the phrase,

Leader

Preposition—shows a relation of "wave" to "strides," according to Rule 12: "*A preposition shows a relation of its object to the word which its phrase qualifies.*"

"Willis."

WILLIS.—"wave" is an element in the phrase,

Subsequent

Word

Noun

Common

Third person

Singular number

Objective case—object of "from." "*The object of an action or relation must be in the objective case.*"

"to" is an element in the phrase,

Leader

Preposition—and shows a relation between "wave" and "wave," according [many hands are up] to Rule 13: "*A preposition shows a relation of its object to the word which its phrase qualifies.*"

"That is a good rule, and you have correctly given it. But let us test its application. Please tell us what is the object of that preposition?"

WILLIS.—"wave."

"That is very true. Now you may tell us what is the word which its phrase qualifies?"

WILLIS.—Is it not "wave"—the other "wave?"

"Let us see. 'As he strides from wave'—what 'wave'? Does the phrase 'to wave' tell what wave?"

WILLIS.—I see my error, sir; "to" shows a relation of "strides" and "wave," for "*A preposition shows a relation*"

of its object"—"wave"—"*to the word*"—"strides"—"*which its phrase modifies.*"

"All right. You may parse the last word."

WILLIS.—"Wave" is an element in the phrase,

Subsequent

Word

Noun

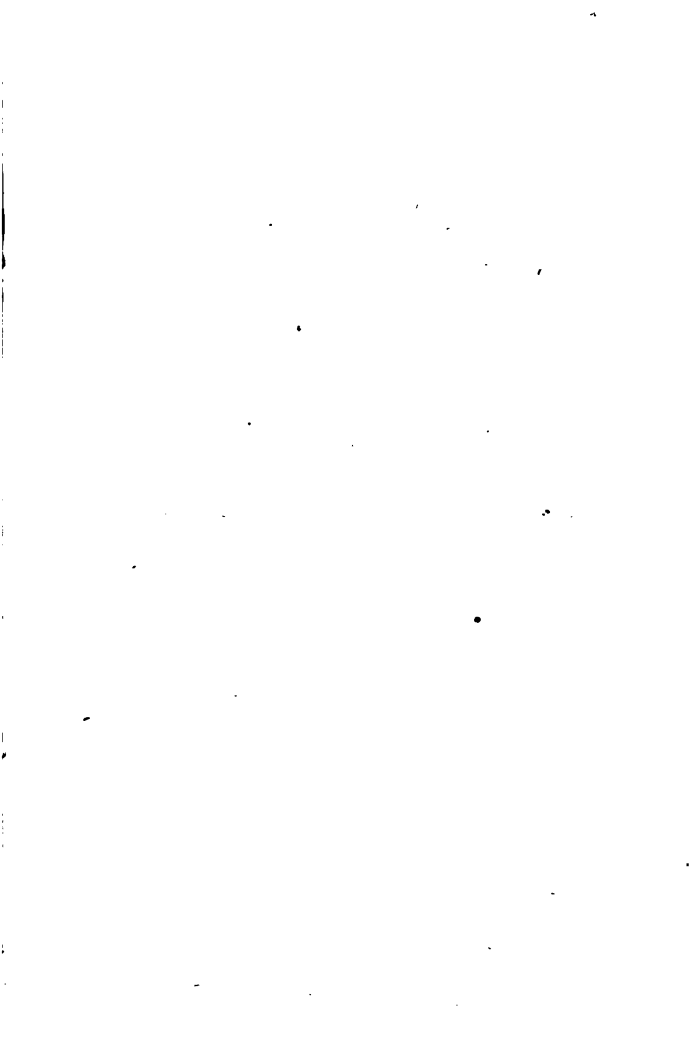
Common

Third person

Singular number

Objective case.

"The object of an action or relation must be in the objective case."



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